

Educational Supplement

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Break

Science of milk

Cleot Adelman has just finished the final report of his Social Science Research Council study...

The research was designed to examine such assertions as 'water and sand helps children to develop socially and emotionally...

How it is drunk



In 1972 free milk ceased to be given to children over seven. Milk had been introduced in 1934...



The sucking begins

When all the children have sat down the teacher leads into a rhythmic prayer. She then selects their milk bottles...

Often one child wants to tell the teacher of some particular experience; the teacher encourages the child in speech...

Collaring bottles

In nursery classroom 2 there is a 'milk bar'. The milk bottles are placed on a ledge opposite the wall...



ing to other children or to the teacher. When the nursery nurse is present there is some conversation...

Take the biscuit

In this classroom, and the previous one described, children are recommended for sipping milk on the floor and on apparatus...

A reception glass in a first school where the children are a year older than those in the previous school...

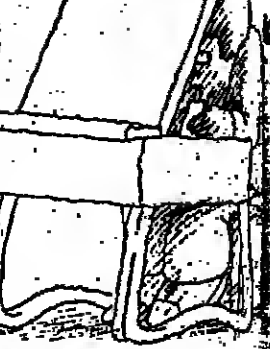
When the children have drunk their milk, they are expected to tidy up. They are given a paper collar upon which is drawn an animal or object...

What a ceremony

Before milk the children were working on tasks either specified by the teacher or selected by the children...

'milk time' was called. The children sat at the 'milk bar' leaving the floor or apparatus on which they were engaged...

As one of the legislators of schooling, milk consumption also one of the few activities taken place in every British school on every day of the year...



Given the inevitability of the economy, teachers may find it difficult to use an opportunity for future learning activities...

Mr. Jock Chambers, a NUT executive member, told the conference that NUT opposition to teacher unemployment and college closures was not motivated by self-interest...

TUC backs demand for allowances for the over 16s

by Mark Jackson

Specific grants should be given to education authorities to ensure that the needs and priorities are properly met, Mr Len Murray...

While he accepted that there will be massive pressure on the Government, Mr Murray said the Secretary of State's hand will be greatly strengthened in her fight within the cabinet for allowances...

Mr Murray was opening a crowded education debate on the third day of the conference—a debate that was not cut short in spite of the heavily disrupted timetable...

Mr Jock Chambers, a NUT executive member, told the conference that NUT opposition to teacher unemployment and college closures was not motivated by self-interest as suggested by the unionist press...

Mr Fred Jarvis, the NUT general secretary, said: 'Conference has, of course, called for maintenance allowances in the past, but this year the issue has been highlighted in a way which sets us back beyond all doubt the widespread feeling in the trade union movement...

Passing the buck, Mrs Williams?

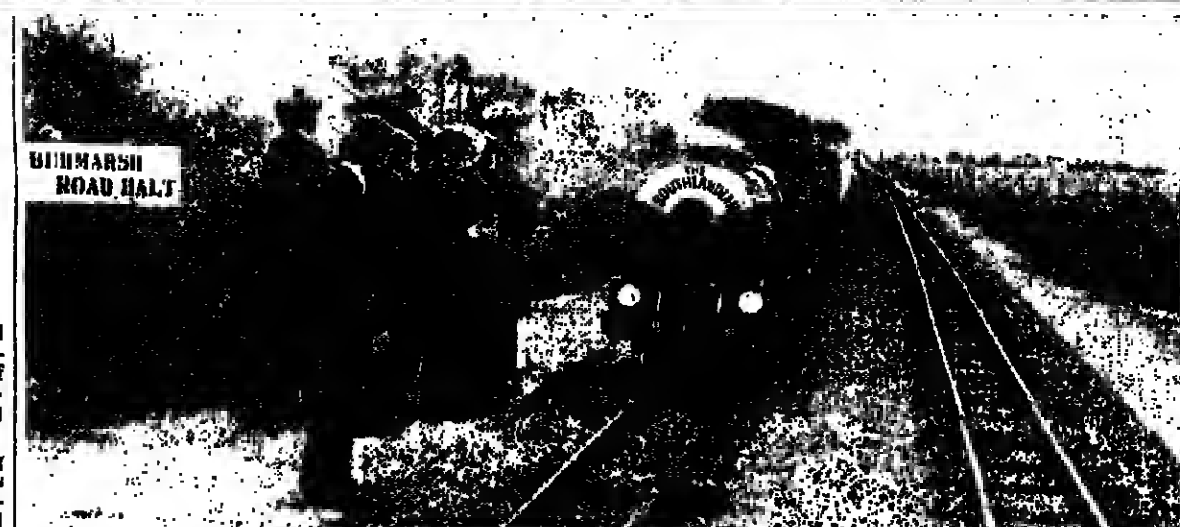
by Mark Vaughan

Mrs Shirley Williams, the Education Secretary, is heading for a stormy session with some of the teacher unions and local authority associations when they meet to discuss the school curriculum on September 20...

A 'total economic strategy' which would recognize that the economy had different manpower needs from that of previous decades was demanded by Mr John Grey, president of the NUT...

Mr Jock Chambers, a NUT executive member, told the conference that NUT opposition to teacher unemployment and college closures was not motivated by self-interest as suggested by the unionist press...

Increased industrial training and the work preparation of young people were demanded by a number of speakers in the economic debate which followed...



School bus of the future? Pupils wait for their 'Comprehensive Special', a miniature train which will take them to a new school in Romney, Kent.

Spectre of 200,000 jobless

by Mark Jackson

And the drama of a prime ministerial tour de force and low comedy of the expense of Mr Jack Jones's dreams, education and training may not have been uppermost in TUC delegates' minds this week at Blackpool...

The National Union of Teachers did their bit for the TUC's contribution to educational policy. A glance of the annual report shows the TUC putting forward views on everything from the curriculum to school meals and from examinations to school transport...

Bang on the budget

Local authorities think their education spending this year will be almost spot on target. They estimate a saving of 0.2 per cent or £14.2m

Local authorities will probably be quelled in their criticism of questions like: 'What steps has the authority taken to promote the development of coherent policies for language development in the light of the Bullock report...

Shock tactics

Is it right to ask teachers to shock children in the name of safety, asks Gerald Hinch, following the shooting of the British Rail film, The Finishing Line, on television

Local authorities think their education spending this year will be almost spot on target. They estimate a saving of 0.2 per cent or £14.2m

Mayhew and after

Some teachers' unions are advising their members not to invite pupils back to their homes following the acquittal of Mrs Sandra Mayhew, the teacher charged with incestually assaulting an 11-year-old boy

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Maths 1 English 3

Language gets three times as much attention as numerics in middle schools, the British Association were told

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The new priesthood

Bob Bell defends his questioning of teachers' traditional right to control of the curriculum

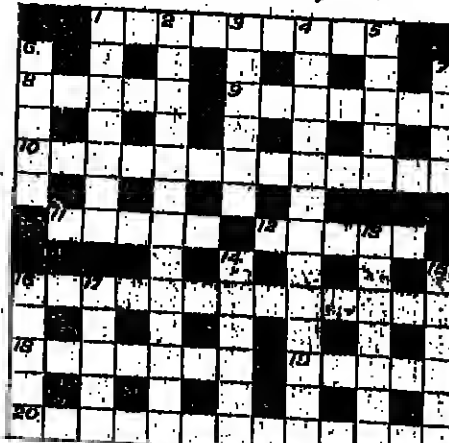
Bob Bell defends his questioning of teachers' traditional right to control of the curriculum

Political literacy

A new television series could arouse apathetic pupils and prove that politics are relevant, says Anthony Siles

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Crossword No 1,101



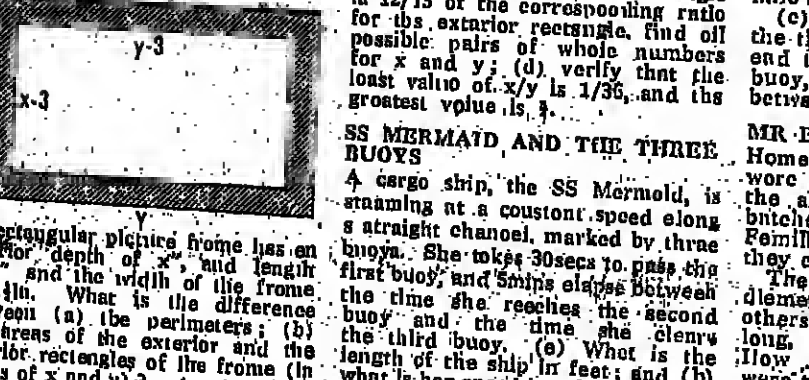
Across: 1. Seek to delight... 11. Oriental... 12. He has a name for... 13. African boy... 14. He has a name for... 15. African boy... 16. He has a name for... 17. He has a name for... 18. He has a name for... 19. He has a name for... 20. He has a name for...

Down

1. The calling 'Hunco'... 2. (17)... 3. (16)... 4. (15)... 5. (14)... 6. (13)... 7. (12)... 8. (11)... 9. (10)... 10. (9)... 11. (8)... 12. (7)... 13. (6)... 14. (5)... 15. (4)... 16. (3)... 17. (2)... 18. (1)...

Maths teasers

PICTURE FRAMES



A rectangular picture frame has an exterior depth of x and length of y. What is the difference between (a) the perimeter of the frame in terms of x and y?

Next week

C. W. E. Bigsby, reviewer of the South

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### Sample smoke screen

The opinion survey carried out for the Times Educational Supplement by the National Opinion Poll, reported in these columns last week, produced a sharp response from Mr Fred Jarvis, the general secretary of the National Union of Teachers. This needs to be answered at once, lest silence should be taken to indicate acquiescence.

In a BBC news programme Mr Jarvis attacked the sample used by NOP and virtually accused NOP of TES of loading the sample and the questions to obtain pre-determined results.

There is no justification for Mr Jarvis's complaint. The sample was properly constructed. The consultant groups within the sample were properly identified. Interviews were done selected or random within these groups. Of course, if you consider the raw numbers in each category you would get the impression that unacademic groups like heads out teachers in independent schools were over-represented.

But each group had to be of a minimum size to yield meaningful information. To make generalisations about teachers as a whole, the statistics are then carefully weighted to reflect an even cross-section of the profession. There are recognised techniques for doing this which are part of the statistical expertise of any reputable survey research organisation, of which NOP is certainly acknowledged to be one.

All this was done. NOP have duly set out the sampling technique in their full report to the TES which commissioned the research.

As it happens, the differences between the different groups were

much less important than the similarities. The independent school teachers were less enthusiastic about corporal punishment. The heads were more in favour of heads having control of the curriculum. But what is interesting is that on major issues like attitudes towards teachers or school size there was a remarkable degree of congruence among the answers of the different categories. Mr Jarvis has shown that he understands very little of these matters, but just enough to throw indiscriminate mud at this newspaper and at NOP.

This research was part of a larger readership survey carried out by NOP for the TES for straightforward commercial reasons. For this purpose a properly-constructed sample was essential. It would have been a waste of money to have done what Mr Jarvis seems to think we did because this would have misled all the other answers, and thereby minimized the commercial usefulness of the information gathered.

As for the questions asked—here there must always be room for correction. Inherent in this kind of survey are limitations imposed by technique and time. The reader can place his or her own interpretation on the results, which are honestly obtained and honestly presented.

Mr Jarvis's trigger-happy attack on the integrity of this newspaper and National Opinion Polls should not be allowed to conceal his failure to come to grips with the underlying issue: the strange dissonance between the attitudes of the teachers in primary and secondary schools and the views struck by the leaders of the National Union of Teachers.

### No cheap way out

The National Children's Bureau survey of playgroups in inner cities makes discouraging, if unsurprising, reading. Nobody should expect voluntary organisations, often living hand-to-mouth, to provide a depressingly odd unsuitable premises for misadvent, to be able to deal on a large scale with the multiple difficulties of mothers and children in cities.

There are various pointers to ways in which they might be helped to be more effective. One is promises; the other is the authorities' move over a council house or flat for the sole use of a playgroup greatly lessened the difficulties of the playgroup leaders.

At the everyday level, the way some social workers use the way are dumping grounds for their problems, then offer no follow-up services or information to playgroup leaders is indefensible. Support from social workers and from primary schools (who can do a lot to improve children's and parents' attitudes to education at the playgroup stage) is clearly welcome.

And it seems clear that the playgroup movement's emphasis on

parental involvement is essential, but needs especially careful explanation and a great deal of time and energy in "deprived" parts of cities.

The report exposes one built-in difficulty in using voluntary agencies to do this kind of work. On the one hand their voluntary status makes them reluctant to accept fees that would distort some feeling that the playgroups were simply an extension of the welfare agencies.

On the other hand, if playgroups are to have the stability and financial security (both for running costs and staffing) needed if they are to develop their work with inner city families, the obvious solution is not from public funds and professional staff in social services, education and health.

It seems highly probable that if any significant change is to be made to the lives of mothers and young children in inner cities, the emergence of successful playgroups will be very relevant. But appropriate provision on a large scale will also mean policy decisions to spend a good deal of public money.

Sir—Your commentator, Bob Doa in "Bullock bandwagon wrong about writing" (August 5), refers in scolding tones to the findings and views of the Bullock report. He reiterates the arguments of Jennette Williams's scathing critique of the Writing Research Project that I directed and the "Writing Across the Curriculum" development project directed by Nancy Martin. I have bought the 64-page pamphlet.

I am amazed at the vehemence of Ms Williams's attack on a wonder about the origins of such hostility. Whatever they are, the results are evident in her account of our work and misrepresentations and misapprehensions.

Our undertaking had three clearly differentiated stages. Stage one was a search for ways of describing the kinds of written work produced in school, and stage two was a follow-up study of five schools. From these came quite a different undertaking, not a research project but a "development project" in which the

research results provided a starting point for the study in schools, on the part of project personnel and teachers, of language problems raised by the teachers.

By lumping all these three together and referring to "the Project", Ms Williams is able to pronounce as inappropriate a number of procedures which in that particular domain were entirely proper. This allows her finally to disclose the whole thing as "a symposium of ideas masquerading as research", including the research report which she has earlier admitted to be "for the most part a modestly written and unambitious account of the theoretical work of the team and the conclusions to be drawn from it".

This was the report of stage one; no report has yet been prepared on

## Short cut to chaos

by John Gretton

Next week September 8, Oxfordshire's education committee will consider a report from its chairman, Brigadier Stratford, recommending the closure of three small rural schools. One of those schools opened this week September 2, with only seven pupils.

The committee has come a long way. Last year, Brian Day, the deputy chief education officer, attended a public meeting at a primary school in Kidlington. At the time, the school had 17 pupils, but official population forecasts suggested this would quickly drop to six (though this estimate was by consensus by local parents and the head teacher). The question of closure was in the air.

In the course of the discussion, Mr Day made the reasonable point that all schools with fewer than 75 pupils would have to be carefully considered, as that was the number at which unit costs were looked sharply. His remarks were taken up in the local press, there was a public outcry, Mr Day was openly rebuked by his elected Tory masters on a statement was put before the committee that no committee had a duty to close a school if there was no policy.

There is still no official policy, but at least Oxfordshire is finally grasping the nettle. And not a moment too soon. The county which is the darling of its financial politicians, and the Department of the Environment and the Treasury has become, from an educational point of view, a disaster area.

As we saw when we compared Oxfordshire and Liverpool's budget, the results have been catastrophic. The county's education budget has been cut by 10 per cent in the past three months. It is now going to have to find in the coming year, so by this time last year had to be found, the bulk of them, inevitably, from education. In the beginning, this had to involve the loss of 500 teaching posts, though this figure has since come down to 344.

All the teachers affected were those taken on in May 1976 on short-term contracts of one to two terms or one year. In fact, slots have been found for all the teachers involved. However, the threat to 51,000 is not the NUT in all its factious anger, with the result that Oxfordshire found half faced with a teachers' strike out all the country looking on.

How did this plunger's dream turn into the plunger's nightmare? The answer as so often, has partly to do with personalities. From the beginning, John Francis, leader of the Conservative majority, adopted an inflexible, confrontational approach of chairman to the post all the while victory in his party's land. This was returned with vigour by the NUT, who thereby lost their support from Labour party. Both sides committed the elementary mistake of negotiating behind the scenes.

That, apart, Oxfordshire never

foresaw the fundamental question that is going to have to be faced, in varying ways, all over the country: school or teachers? Oxfordshire chose to cut teachers. That meant making every post from the larger urban schools where teachers could more easily be moved—where the NUT was strong. It also meant, according to the original plan, worsening the pupil/teacher ratio by one point in secondary schools and two-and-a-half points in primary schools. That was not as serious as it is often made to sound; but it provided an ominous rallying cry.

The alternative was to go for empty classrooms (in inner cities) and small schools (in the country). This would affect a smaller number of teachers, though many caretakers and auxiliary helpers; but a much smaller effect on the pupil/teacher ratio, but one which was marked effect on unit costs—that is to say—the amount of money it takes, on average, to educate each child in the authority.

### 'Oxfordshire never faced the fundamental question that is going to have to be faced... schools or teachers?'

Communitas became very etched to their schisms, and closing them means taking on voters who believe that small classes are God's gift in Johnny who is sure to become God's gift in mankind.

Curiously, Oxfordshire, for all its planning, did not see until recently that in opting to get rid of teaching posts rather than schools, it was only putting off the evil day. The county has been expanding in the years, and this seems to have extended its officers to the full pupil numbers at the time we looked at its budget-making, population was expected to rise from 535,000 in 1975-76 to 541,000 in 1976-77. Thus, the primary population was expected to decline from 109,000 to 107,000, but this was seen merely as an aid to teacher re-employment, a help in making cuts in central government.

In fact, in the expanding smaller towns like Banbury numbers of primary children, like overall population, are growing—this makes the rural areas of Oxfordshire and the rural areas of Oxfordshire. Overall, for every four primary school children in 1974, there will be only three in 1982; and the drop from an average of 190 to only just above 120 in the individual child start to rise noticeably.

But because such a large proportion of the decline will be in rural areas, a large number of schools will find their roll dropping below

### Letter to the Editor

#### Writing: the distorted view

point of fact, the team responsible for both projects have been active for a long time, and that they have corroborated by scores of teachers. Ms Williams has failed to recognize the very modest role assigned to the research project for which teachers were merely asked to collect data; it was no more than a sort of information-gathering exercise. On the allocation of scripts to categories in this exercise, she comments: "Of the total of 2,127 were not given the same audience category by all the assessors." What is staggering is the ignorance of the nature of the handling non-quantitative data, and the way in which the nature of the data is not clearly brought out in the nature of the data. Ms Williams's account of the project is a distorted view of the nature of the project. The figures which she refers to are not a good fortune, it's good that the Government will support local authority spending to the tune of £11,716.6m this year. But it is a waste of money to spend about half of this but detailed forecasts of education spending now show that £14.2m will not be spent. The amount saved is enough to

On radio Mr Fred Jarvis criticized last week's TES survey of teachers' views for being 'loaded'. Here, Mr John Barter, managing director, NOP Market Research Limited, replies

## Poll is not perfect—but it's the best yardstick yet

The survey of teachers' opinions carried out by NOP Market Research Ltd and published in last week's Times Educational Supplement has been extensively reported and discussed elsewhere. It is not surprising that Mr Jarvis, the General Secretary of the National Union of Teachers, did not feel that the survey accurately reflected teachers' views and was severely critical of the study in interviews on both BBC and Independent Radio. Among other things he suggested that the total number of teachers interviewed was too small to draw any valid conclusions from the survey.

The method of sampling was questionable because it represents too small a proportion of the teaching population. The number of respondents in the survey was 17 and they were selected for interview by a random sample method, which ensured that all areas of the country of all types of schools of all types of teachers were properly represented.

Any sample survey is subject to error, but fortunately with a properly selected probability sample the extent of the error can be calculated. The calculation will vary somewhat for each finding of such a survey, but for the purpose of the local, county, and national figures published in last week's TES the maximum likely error will be in the order of 3 per cent. Thus, for example, 65 per cent of teachers in the survey agreed with the statement that the raising of the school-leaving age was really the case, whereas in the population of teachers as a whole it is less than 62 per cent or more than 68 per cent and it is probable that the proportion is even closer to the finding of

surveys which could not be relied upon.

In fact Mr Jarvis seemed to go further than accusing us of incompetence and said that our sample was "loaded" and the results "framed" as to produce "desired" results. This is analogous to saying that Mr Jarvis, in arguing some point of educational policy with the Department of Education, would present deliberately distorted facts to support his case; or that a teacher would knowingly give wrong information in his statements in order to support his own theories. Our reputation is dependent on our clients and the people who answered our questions having complete faith in our objectivity.

It is also suggested that the total number of teachers interviewed was insufficient because it represents too small a proportion of the teaching population. The number of respondents in the survey was 17 and they were selected for interview by a random sample method, which ensured that all areas of the country of all types of schools of all types of teachers were properly represented.

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### L.e.a.s get down to fractions in totting up £6,000m budget

With an accuracy which would give Mr Macewether untold happiness, local authorities think they will come within a fraction of a percentage point of their spending targets for 1977-78.

Their education budgets for this year add up to £5,848.1m. It is now estimated that the expenditure will amount to £5,833.9m. The figures, published by the County Councils' Gazette, suggest that L.a.s. are under-spending by 0.2 per cent or £14.2m.

Local authority treasurers were a little reluctant to congratulate themselves on the accuracy of their forecasts this week, but one did say that he had made sure that his county's spending was kept well within the guidelines laid down by the Government.

And an official of a education department in another area said it was the efficiency of the treasurers which had brought about the almost spot-on statistics.

Mr Gordon Cunningham, education officer of the Association of County Councils, said he thought education had done "remarkably well" to keep so close to its estimates.

Mr G. T. Fletcher, county treasurer for Cheshire, said very strict controls had been applied on all spending. "We are very tight at the moment on the amounts we allocate to the budgets," he said. "We are not good fortune, it's good that the Government will support local authority spending to the tune of £11,716.6m this year. But it is a waste of money to spend about half of this but detailed forecasts of education spending now show that £14.2m will not be spent. The amount saved is enough to

### What teachers want and don't want

- Increased salaries
- Improved conditions
- More professional status
- A more secure future
- More say in their schools
- More control over their schools
- More say in their schools
- More control over their schools

It is often stated that because questions in a sample survey have to be relatively simple and the answers are frequently very complex, the answers cannot be meaningful. This is a difficult argument to support provided that one does not attempt to read more into the answers than is justified by the question. For example, the survey asked teachers to agree or disagree with the statement that "there should not be more than 3,000 pupils in a secondary school". Eighty-six per cent of teachers agreed with this statement and there seems no reason to doubt that the overwhelming majority of teachers is against large secondary schools.

However, no-one should attempt to translate this answer into an attack on comprehensive schools because that was not the question asked. We would contend that the questions asked in this survey were perfectly well understood by teachers and that the answers given do represent their views. Some support for this contention is given by the fact that on almost all the questions that we asked the proportion of "don't know" was well under 10 per cent.

Of course there are limitations in the information which can be gained from a sample survey, but a properly conducted survey is certainly a more efficient and objective way of measuring the opinions and attitudes of any large group within the population.

Mr Fred Jarvis said this week: "I stand by the criticisms I have already made of the survey and aspects of the formulation of the sample and I am preparing a full reply."

### Disputes hit start of term

Seventeen areas of England will be hit again by teacher action next week when schools start their new academic year.

The National Association of Schoolmasters-Union of Women Teachers has instructed its members not to attend in 12 areas the start of the school year. The National Union of Teachers has imposed similar sanctions in seven of the NAS-UWT regions plus another five parts of the country.

More than 2,000 schools are affected by the action, which varies from not covering for absences after school or during the day to a ban on over-sized classes.

In Hampshire the NAS-UWT is protesting against the local authority's decision to cut the number of higher post posts available to schools. Conciliation last term failed and the teachers' post would be re-instated, which the authority has refused to do.

Both unions are continuing their campaigns against Oxfordshire, despite an assurance last week that no teachers would be made redundant.

A survey was made last term of teachers' workload, and while one or two extra periods are not in dispute, teachers will refuse to take classes if the total time-table workload has been increased. The areas affected are: Leicestershire, Surrey, Avon, Dorset, Essex, Kent, Wiltshire, Shire, Birmingham, Enfield, Haxley, Buckinghamshire, Oxfordshire, Barneley, Berkshire, Dudley, Hampshire and Lincolnshire.

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The average pupil-teacher ratios for different types of authority are:

	Nursery	Primary	Secondary	Special
LBA	23.6	18.9	15.3	7.1
London boroughs	19.9	24.8	16.5	7.2
Metropolitan districts	28.0	23.8	17.1	7.3
Metropolitan counties	24.7	24.1	17.3	8.6
Non-metropolitan counties	22.0	22.1	17.0	7.9
All authorities	24.7	23.7	17.1	7.9
All authorities (1976-77)	24.8	23.7	17.0	8.1

More letters, page 11



# Warning for all in Mayhew case

by Lucy Hodges

The case of Mrs Sandra Mayhew, who was acquitted last week of indecently assaulting an 11-year-old boy, is a cautionary reminder of what can happen to teachers if they get close to their pupils.

Not only was Mrs Mayhew faced with a 10-year prison sentence on the charge of indecent assault, but her name was blazoned over the front pages of the tabloid newspapers and fastened to the front of her anatomy. As Mr Bernard Wood, assistant general secretary of the National Association of Schoolmasters/Union of Women Teachers, put it: "She has been scorched for life even though the court exonerated her."

Both Mr Woodfield and representatives of other teachers' unions are advising teachers not to ask children back to their homes. Mr Robert Cook, general secretary of the National Association of Head Teachers, said that if children were invited to teachers' homes, care should be taken to make sure they come with other children or that there were adults present.

The National Union of Teachers, the union which represented Mrs Mayhew at the trial and will now pay for her legal costs, estimated at some £1,000, is remaining silent. The union does, however, have a code of professional conduct for its members which lays down in general terms what teachers should not do with pupils.

The Assistant Masters Association is a bit more specific in its pamphlet, A Guide for Teachers, which advises its members how to conduct themselves with girls. "Be brisk and rather distant, kind but scrupulously fair."

Mr Peter Smith, an assistant secretary of the AMA, who was responsible for drafting this advice, said teachers were very vulnerable.

Commentators have pointed out that the Sandra Mayhew case not only highlights the grave risks teachers run, but is also unusual in itself for a number of reasons. Normally such allegations are brought by a teenage girl against a young male teacher in a secondary school.

Yet here was an 11-year-old boy claiming a sexual affair with a woman primary school teacher. Mrs Mayhew, 26, of Badgers Close, Horsham, Sussex, was charged with indecently assaulting a boy (the son of a policeman) and committing an act of gross indecency with him between March and December last year. The police did not charge her with unlawful sexual intercourse, despite the boy's allegation because of the way the law treats boys and girls differently. Since 1982 boys under 14 have been presumed, in legal terms, to be incapable of consenting to sexual intercourse. Unlawful sexual intercourse can only be committed with a girl under 16 and, if she is under 13, the punishment is life imprisonment.

So if a teacher in a case such as Mrs Mayhew's had been a man and the charge had been unlawful sexual intercourse he could have faced life.

Many teachers are concerned that the case will swing the pendulum back to stiffer relationships between teachers and children. Mr Michael Marland, head of Woodberry Down School, London, said pupils could benefit enormously from meeting teachers and their families in their homes. "Any set-up which prevented that would do more harm than good," he said.

# Parents can stop vandals

Vandalism in schools could be greatly reduced if parents and other supporters of the school put as much effort into fighting it as they often do into building new swimming pools, says a report in the latest issue of Where magazine.

There is no basic solution to the problem, but that does not mean it is too big to tackle, it says. "Parents and teachers can try some simple ways of dealing with the symptoms even if the disease itself is a chronic one which will take a long time to be cured altogether."

The report, by Judith Stone and Felicity Taylor, says the first thing a school should do is to get a list of relevant research together and how easy it was to break into schools after school hours.

"The standard of security in schools is often far lower than any conscientious householder would be happy with at home . . ."

# Pupils may be the ruin of public transport

Public transport systems are heading for economic disaster by becoming increasingly dependent on school children as their largest group of passengers, according to a recent study in Huddersfield.

But operators should make their services more attractive particularly for post-16 education authorities to stagger school hours in both the morning and evening, to thin morning number of buses can be used it says.

The study, which was carried out by the Local Government Operation Research Unit, pointed out that the peak of the bus operations everywhere is determined by when schools open and close. In Huddersfield half the bus trips in the morning peak hours (8.30-9.00 am) are to schools, staggering the school hours to reduce the size of the peak would lead to "substantial economic" savings.

# Any damn fool' can be an engineer

The study says that the obvious constraints on education and training of professional engineers, was widely shared by a thorough analysis of the problem.

It also calls for greater co-operation between metropolitan councils operating bus services—and just as widely criticised this week at the annual conference of the British Association of Engineering Educators.

Mr Gordon Cuthbert, chief executive of the Association, said the study was a "wake-up call" to the industry. He said the industry was not doing enough to attract young people to engineering.

Huddersfield Bus Company's plan to drop physics A-levels as one of the entry requirements for university engineering courses, least of all from the several speakers who began their contributions with phrases like: "In all my 35 years as an engineer . . ."

British Association conference at Aston University

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Listening to Sir Edward Britton.

# TV spur to violence

Long-term exposure to television violence may make adolescent boys more violent, said Dr William Houston, a researcher from the North East London Polytechnic, who gave the psychology section of the report that more and better professional engineers are needed.

Dr Houston did not rule out entirely the possibility that violent boys simply liked violent TV but this was not borne out by his results. It would be ridiculous, he said, to suggest that there were no other factors in the growth of violence, but TV was almost certainly implicated.

Programmes most likely to incite violence were those in which it was portrayed for its own sake and was irrelevant to the plot, where it was portrayed particularly realistically or where it was seemingly justified in a good cause.

Violent sport cartoons, science fiction or apocalyptic did not seem to have this effect.

# Languages 3, mathematics 1

Three times as much attention is given to language as to maths work in the middle school, according to a six-school survey carried out by the University of Aston.

Describing the survey to the educational section, Mr A. W. Foster, from the university's department of educational inquiry, said that questionnaires sent to the six schools—all in Hereford and Worcester—revealed that teachers identified language work as an important part of eight subject areas. Number work was important in only two.

Combining this with the teachers' ratings of how much time was spent on various skills, the researchers came up with an estimate that language work accounted for 20 per cent of the curriculum, whereas number work was stressed in only 7 per cent.

# Playgroups fail most needy children

Convention wisdom has it that playgroups are bed of attracting the parents and children who may need them most. A National Children's Bureau study of 30 playgroups in "deprived" parts of cities set out to discover some facts.

The report, published this week, suggests that such playgroups are particularly unsuccessful with children referred to them by social workers or other agencies. Referring children have a worse attendance record than other children who are referred to them by their parents.

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# Give pupils the facts'

Mr M. J. Tomlinson, head of chemistry at Ashby-de-la-Zouch Grammar School, said many teachers wanted to make their lessons more relevant, but they were being hindered by information and advice which was uncoordinated and contradictory.

The National Science Society had done much to enlighten secondary science but had been lacking in practical relevance. This was reflected in young people's attitudes to science and engineering and the small numbers entering these fields.

Attempts had been made to introduce applied science and engineering into schools, he said, but these would not change these attitudes. The need was for more references to social, technological and industrial implications in existing physics, chemistry and biology courses.

Many would like to reorientate their teaching in this way but are not sure how it should be done. Their knowledge of industry and engineering is limited, as is their awareness of economics, geography, history, sociology and philosophy.

# They wanted to make bombs

Pupils in a Leeds school in which special efforts are made to teach science to the less able wanted to know how to make bombs, a permit on the brain of cat, do cancer research and learn about the genetics of fish. Mr P. J. Scott, the city's science adviser, told the education section.

Instead, their teachers offered a blend of subjects with a scientific flavour which included the choice of household electricity, cooking, human anatomy, gardening and clothing science.

The less academically inclined could not be denied the chance to study science, said Mr Scott. Science was concerned with the natural world and there were few, if any, who were not interested in some aspects of the world in which they lived.

In their future jobs as citizens they would increasingly need an understanding of science. It helped to develop their manual skills as well as their habits.

But there were many difficulties in teaching science to these groups, and some science departments had given up trying. Most science teachers were only interested in teaching courses suited to the able academic.

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# PERSONAL COLUMN

John Rae

# When to eat an educationist

Attitudes is real. At the moment the central government is content to fire warning shots, as in the recent Green Paper. The country's well being depends on its own efforts and its standards of living is directly related to its ability to sell goods and services abroad.

It is a safe bet that teachers will ignore the implications of this simple truth and will continue to go their own way with obliviousness of the effect their attitude may have. They will argue that no one has yet demonstrated a causal connection between what happens in school and the health of the nation's economy.

Let me describe one connection which also demonstrates the way in which teacher independence can affect the country's economic performance. Until the mid-sixties most sixth-form timetables reflected the division of the 'upper' school into a modern language sixth, a science sixth, a history sixth and a sports sixth.

The system produced a high degree of specialisation and a restricted individual choice.

There were good reasons for the system being changed. A blocking system to choose from more or less varied, replaced the old system run by legendary figures.

It seemed a good change at the time; the overthrow of empires was a necessary contemporary theme. Whether it was a good change or hap hazardly with little consideration of the consequences outside the education world and on prior consultation with government.

One of the consequences has been that the university and career developed in a way that is regarded as the reverse of what the country

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# level maths: too many courses on offer

Mr Sir Edward Britton, former general secretary of the National Union of Teachers and a member of the Government's Warnock Committee which is investigating special education, told the conference.

But Sir Edward said he was giving his own views and these were not to be construed as those of the committee. He criticised the chairman of the education authority who, he said, was swatting the Warnock report so they could close all their special schools and cover two and a half million pounds.

Sir Edward said there were dangers in integration which could only be overcome if they were properly understood. It would require more careful assessment of children's needs and the tailoring of individual educational programmes to meet them. It would

also require smaller classes, multi-floor buildings, new equipment and better trained teachers.

He told the maths section that the TEC expects about 100,000 students a year to enter its programme when it is in full operation in the 1980s. This was a substantial proportion of all school leavers.

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# SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION

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Handwritten text in a vertical box on the left margin: "1550"



# Fees jump empties prep beds

by Stephen Cohen

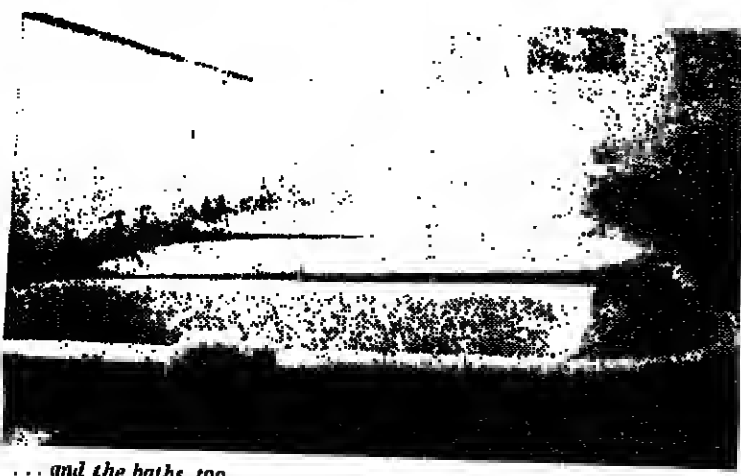
The Incorporated Association of Preparatory Schools, concerned about a fall off in pupil numbers after sharp increases in fees, is to run a publicity campaign on behalf of independent schools. This was announced at the association's annual conference in Cambridge last week.

A survey of the association's 449 schools showed that numbers had declined from a peak in 1975 of 73,555 to 72,058 last January. Figures for the new school year, which starts later this month, are not available and heads are naturally reluctant to reveal if their schools are under-subscribed. But the decline is being the Midlands and Wales sharply.

Mr Hugh Woodcock, headmaster of Dulwich College Preparatory School, London, said last week that five schools had closed last year. At Alhambra, Surrey and South London had had an average gain of five pupils each, the losers were in the Midlands and Wales.

Boarding pupils appear to account for the major decline. In 1973 there were 29,147. In January this year there were 27,694.

The number of day pupils has gone up, however. Some schools had enough applications to fill their places twice over, said Mr Wood-



... and the baths, too.

cock, who is also chairman of the association this year.

Average fees have doubled since 1973. Parents of boarding pupils can now expect to pay £1,265. The fee range from £900 a year to £1,700 for boarders and £400 to £950 for day pupils.

Mr Woodcock said inflation and parental ignorance about independent education were worrying. "Too many parents know too

little about preparatory schools," he said. "We are going to suggest to all our headmasters that we operate a publicity scheme from early next term."

About £15,000 is going to be spent on promoting preparatory schools. A pamphlet called *Private Schools* is to be sent to doctors and dentists for their waiting rooms, to estate agents for their offices and to golf clubs for their notice-boards.

## Back to the good old days

A return to the "good old days" of education was forecast last week by Mr John Thorn, headmaster of Winchester College, in a speech to the Incorporated Association of Preparatory Schools annual conference in Cambridge.

The pendulum was swinging back from radical educational practices, he said. "There's a feeling that the party is over."

Many people would hope that there would be a return to pre-war orthodoxy when, according to myth, boys had short hair, tidy uniforms, dress, good manners, good pronun-

ciation, knew about quoninus and quins before they were 12, succeeded happily in the discipline of moving from Third Man to Long Leg all afternoon and called their father "pater".

It was easy to dismiss this ultra-traditionalism as but the voice of a few backwoodsmen, he said. "But a certain failure of so much education in the recent years may well make middle-of-the-road teachers, in their longing for cold ground on which at last to stand, turn with hungry nostalgia to the good old days."

## More staff needed for classes under 30—NUS

Some 63,000 additional teachers would be needed in England and Wales to fulfil the Government's policy of reducing class sizes to under 30, Mr Peter Ashby, deputy president of the National Union of Students, told the union's teacher education conference in Edinburgh this week.

The teacher supply section of the education Green Paper was a studied exercise in political deceit, Mr Ashby said. Few people in education recognized the dimensions of the impending attack, in terms of redundancies and school closures, which followed from the Popov's proposals.

The paper spoke of maintaining staffing standards, and of 60,000 teachers being available by the mid-1980s to improve them. Available where, or how, Mr Ashby wondered. By maintaining the teaching force at its present level the Government could by the mid-1980s fulfil its policy of cutting classes to below 30, instead of maintaining present staffing standards over a period when the school population would fall by 2.2 million it was promising

redundancies. The major political fight next few years would be to secure voluntary or enforced redundancy, Mr Ashby said. There was a drive to further wedge those qualifying as teachers would be forced to accept short-term contracts and the threat of posts or lesser evils.

Mr Gordon Oaker, Minister of State at the DES, said that the Government were not the result of a "just in case" policy. It would be necessary to adopt a "just in case" policy to maintain current levels of employment—just in case the rate went up again.

In the different financial years of the future, the capital was locked up in the colleges and far better used in the greatly neglected fields such as adult education, this education and training's 16-19 age group.

## Union urged to fight racism

Fuhrer education was the one area in which racial tensions among youth existed on a day-to-day basis, Miss Sus Sillman, president of the National Union of Students, told delegates to the union conference on teacher education at Heriot Watt University this week.

"These institutions are closest to the basis of conflict," she said. "They could have a major role to play in reaching out to young, disadvantaged blacks."

Miss Sillman, a member of the Communist Party executive, was announcing the start of a new cam-

paign by the union against the She condemned those who opposed to the National Union of Students.

"I wish to see the NUS in a campaign which unites all anti-racism, white, black, Jew and entertainment types."

A paper submitted by Mrs Shirley Williams, Education Secretary, this week on the situation and deprivation of blacks says that since August 1976 employment among this group has risen by 800 per cent.

## 'Serious precedent' on RE

An industrial tribunal's decision to uphold the dismissal of Mr David Watson, a Hertfordshire religious education teacher, sets a serious precedent, says the Association of Christian Teachers.

Mr Watson was dismissed from his post as Religious Education teacher at a comprehensive school he taught the Bible account of creation literally.

Instead of—in the words of the Hertfordshire agreed syllabus for religious instruction—"as part of a collection of myths and legends."

The tribunal found that Mr Watson had refused to carry out what was a legitimate requirement of his employers, namely to teach in accordance with the agreed syllabus of the country.

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The association says that the issue is entirely one of conformity to an agreed syllabus first composed in 1926 and last revised in 1954.

"Strict conformity with the syllabus was not a condition of Mr Watson's appointment, nor is conformity generally required of RE teachers today. In any of the passages to which Mr Watson objected there is the delivery of a lesson of the syllabus."

The dismissal of Mr Watson says, raises three questions. It heads and governors decide themselves whether a country syllabus shall be observed?

Are the advisory sections for the syllabus of the head teacher's own making and of his own choosing?

Is a teacher to be dismissed for refusing to take advice which is at least years old?

"The tribunal has answered 'yes' to all three questions. It seems to set for many a 'precedent' between RE teachers and heads and county agreed syllabus Local education authorities should make their position clear immediately so that teachers and parents can know how religious education is going to be treated in their schools."

## Even Yehudi will be there

Dancers from the Soviet Union, Yehudi Menuhin and Antony Hopkins as guest conductors, and Steve Race, Michael Apfel and Derek Jewell as composers feature in the programme of Schools Prom concerts sponsored by the Times Educational Supplement to be held on November 28-29.

More than 700 musicians, their ages ranging from 7 to 17, have been invited to take part. They will come from the following school and youth music groups:

- November 28: Darlington Youth Brass Band, Holmfirth Music Centre, Guxley Group, Hillingdon Borough Beat Band, Leamington Schools Symphony Orchestra, Rowlands Castle Singers (Hants), Kingsley School Dance Band, Redlands Recorder Band (Northampton), Marshallswick School Clarinet Quartet (St Albans), Orchestra (London NW9), Surrey County Youth Orchestra.



Yehudi Menuhin

- November 29: Bromley School Concert Band (Kent), Cullis Music Centre Percussion Ensemble (Middx), Surrey County Orchestra, Rowlands Castle School Orchestra, Doncaster Youth Orchestra, Cleveland String Quartet, St. Dominic's Choir (St Albans), Kentish Town, London, Cathedral School Symphony Orchestra (Somerset), West Glamorgan Youth Orchestra.

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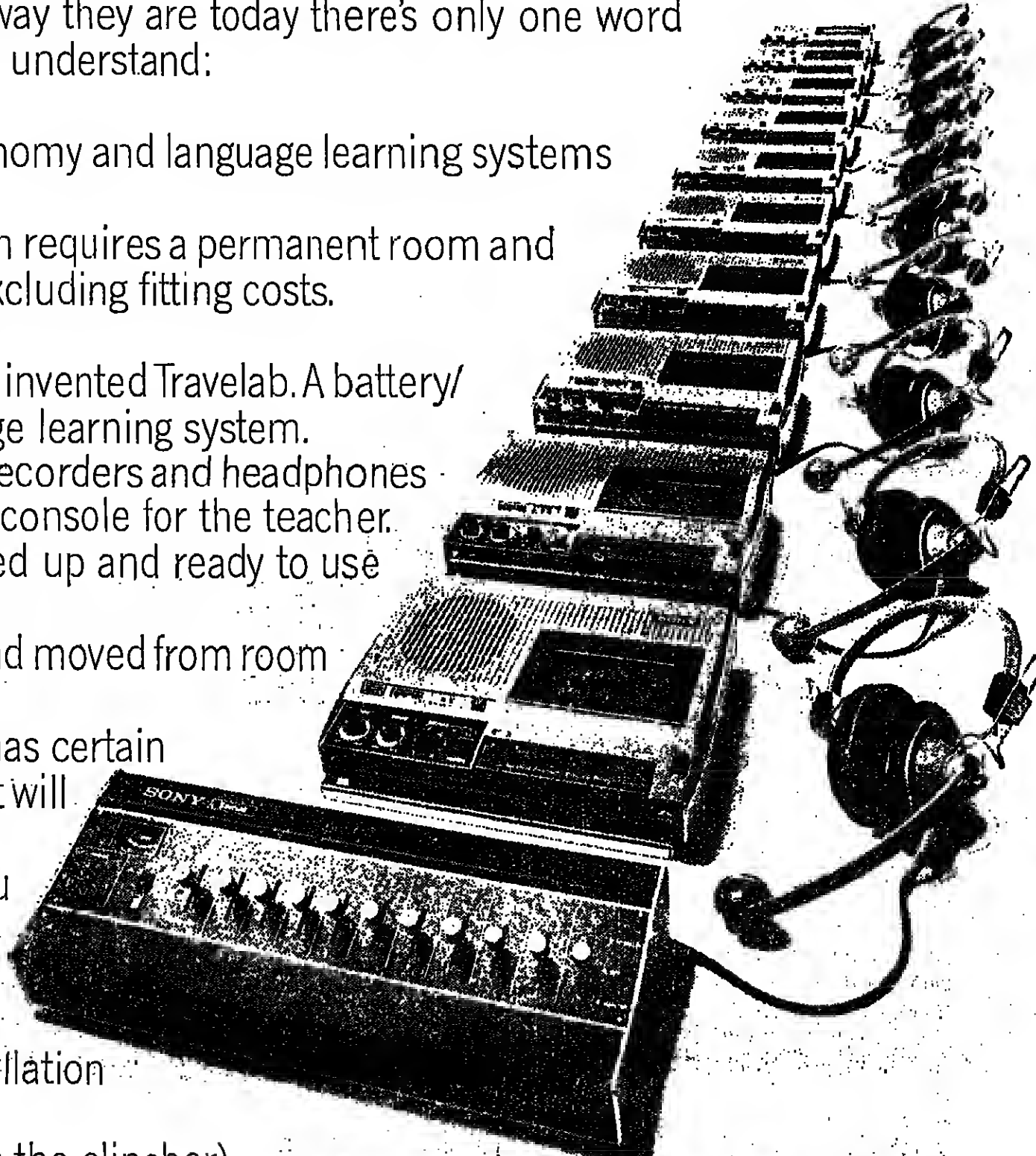
It consists of tape recorders and headphones for the students, and a console for the teacher. All of which can be fitted up and ready to use in a matter of minutes. Then packed up and moved from room to room just as fast.

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# A WEEK AWAY FROM SCHOOL CAN BE AN EDUCATION.

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Between them, the Centres cater for several age groups ranging from 8-15 years. The dates for the weeks start on 28th March and run to the middle of May, except for Duporth and the Broads which run from the end of September to the 14th and 21st October respectively.

The prices range from £21 + VAT to £28 + VAT per week, depending on the Centre and the dates chosen. In all cases there is a good ratio of free places for adults supervising parties.

For further information contact: School Venture Weeks, 21 Southernhay West, Exeter EX1 1PR. Tel: Exeter (0392) 69619/31034. Or phone our special 24hr answer phone service 01-629 8020.



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### The N&F Proposals: What do they mean for Nuffield Science?

The proposed N and F courses would radically alter education in our sixth forms. What are the real implications of the proposals for science teaching — in terms of laboratory work, 'breadth' versus 'depth', interdisciplinary opportunities, or examinations?

As the source of much innovation, with a long and beneficial history of curriculum development, the Nuffield Science Teaching Project has now published its own contribution to this debate.

Sixth form science and the N & F proposals is based on consultation with teachers, educationalists, and examiners who have been involved in the Nuffield A-level schemes. It contains specimen curricula in Biology, Chemistry, and Physics, designed for N & F courses and based on trials specially conducted for the study. These are followed by a full discussion of the general implications of N & F for science teaching, dealing particularly with the difficulties of adapting imaginative laboratory-based teaching to the N & F pattern.

Sixth form science and the N & F proposals: a study by the Nuffield Foundation Science Teaching Project is available post free, price £3, from The Nuffield Foundation (EDO 195), Nuffield Lodge, Regent's Park, London NW1 4RS.

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## Remedial staff real for 'positive role'

Remedial teachers have in the past been too difficult about their achievements, according to the new president of the National Association for Remedial Education, Mr Mike Hinson, speaking at the association's annual conference at Bradford last week. Remedial teachers were not ready to take a positive role in development stemming from the Great Debate. He added that the debate would not have been necessary had educationalists heeded the advice of remedial teachers.

## Noises off cut out stammers

A Penkelt electronics firm has begun commercial production of a device to aid intractable stammers which has been developed over seven years by a research team from Edinburgh University working in their spare time.

The Edinburgh masker, as the device has been christened, works on the principle long known by therapists and doctors that stammers seem to lose their impact when they are close to different types of noise. The masker triggers off a buzzing noise by means of a sensor worn round the larynx and the noise is communicated to a small electronic box by either ear-phones or earpieces. This prevents the person hearing his own voice and allows improved speech. The mask sensor activates the buzzing sound electronically so that it stops whenever the person has stopped speaking.

Although the research team claim a success rate of 90 per cent, they stressed at a practical conference at the university on Monday that success is not guaranteed. The masker, designed by Denny, senior lecturer in the department of physiology at Edinburgh, said: "Just as spectacles improve poor vision, this masker improves poor speech. When it is removed the defect continues but in a way he that over time speech fluency will be possible when the masker is removed."

The device has been costed at £2,000—having already been sold. Representations have been made to the National Health Service that it should be considered for use on a reduced cost, on prescription. The team are convinced that the masker should be used only on the plot and that its use on children, whose speech defect could improve, should be confined to cases with severe psychological damage caused by stammering.

Initial publicity has already produced a waiting list of 700 and many inquiries have been received from overseas. In order to spread more information within the medical service about the use of the device, the department of physiology at Edinburgh University is to sponsor two one-day conferences, on September 28 and October 22.

## Discouraged say girls

Teachers positively discourage girls from going into engineering according to girl technicians hooted in the latest edition of the magazine of the British Association for Young Scientists.

All the girls were on a special training scheme for girls in Birmingham set up last year by the Engineering Industries Training Board.

Teaching end office work are things that women are accepted in," Helen O'Malley was told at action. She wanted to know what she wanted. "At school they asked us but we wanted to be. I said an engineer," but they kept saying be something else."

Another girl, Judith Ebdon, wanted to be a drought-woman. "I did have some opposition," she said. "My technical drawing teacher wanted me to transfer to needlework because I was the only girl in the class." Maxine Southgate's desire to "use my hands" was treated as a joke. "The teachers couldn't believe it," she said. "Nobody tried to dissuade Ann Doyle. "But nobody encouraged me either." "But they just kept on about engineering being a man's world."

He tried to overcome all of everything—colour schemes, and the pick of the first and second half their timetable. They visit the rest of the school games and practical lessons important that they should be housed in a separate building from the main school, without department visits occasionally a "bit of a snub".

Miss Caroline Hopwood, most of whom are remedial teachers, found it was a far her pupils. It was a school, and children could their own desk and locker in the morning. However, she thought could be counter-productive in schools from finding a solution to disruptive changes in both the staff and attitudes could answer instead of removing a similar larger unit in not attached to a particular subject. It is creating an external units such as in school, teachers might see their methods or curriculum returning a child to the school they did not like to attend. If it was outside the school were merely glad to be a troublemaker.

The National Association for Remedial Education is launching a report on In-service training, which proposes remedial teaching. The report to give local authorities guidelines for setting up schemes.

Mr Charles Gains, principal tutor at Wipacill College, said the document as a starting point for the association as remedial education at providing a professional approach to in-service training up to an "unconcerned operation".

The report points on the role of the remedial teacher. It says that their work is not to be seen as a separate activity but as a part of the normal development of the school.

Mr Philip Williams, head of the remedial department at Thurhill High School, Downbury, told the conference that a child could survive in a mixed-ability class with a reading age of less than eight and a half. He found it impossible to overcome the stigma attached to a remedial class. Despite some efforts to disguise such as rebranding, children invariably knew they were in the class for "thickies", he said.

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## Science diary by John Maddox

## Americans get oil in their eyes

Is there an energy crisis and, if so, is it the "moral equivalent of war" for President Carter's phrase?

For the past several weeks, I have been at a succession of conferences in the United States on superficially different subjects at which this question kept recurring. Nobody seems to know the answer, which is no doubt why the industrialized West seems as far as ever from having a coherent energy policy.

On reflection, I am inclined to think this may be just as well. Perhaps I should explain. In the second half of 1973, the price of OPEC oil was multiplied by five, and the West is only now beginning to recover from the economic consequences.

Although (as I have argued before) these events could and should have been anticipated, the great surprise is that the economists seem still to be perplexed at the severity of the disruption, and in particular at the way in which the past few years have seen such a curious blend of inflation (higher prices) and deflation (represented, for example, by high unemployment).

In reality, it is not really a puzzle. Economically strong countries such as West Germany and Japan have been able to import the oil they need and pay their OPEC bills like grown people, but even they have suffered from the reduced demand from overseas for their exports.

Inevitably, the developing countries have been more seriously damaged. What is now to happen in Bangladesh? Will the population now slowly (or even quickly) migrate across the Indian border, settling in Bengal for the time being?

And what will happen to India and other developing countries which are still comparatively poor? Their scarce foreign exchange is being spent on oil and not on the capital goods that might enable them, in the long run, to become more self-sufficient? That is a question we are, for the time being, inclined to leave to fate.

Whatever the long-term consequences of what has happened already, however, it does seem plain that the most immediate objective of all oil-importing states should be to avoid a repetition of the events of 1973-74. The trouble is that the prospects are not that cheerful, chiefly because of the rapid increase of the scale on which the USA is importing oil, mostly from OPEC states.

It tends to be forgotten that, as recently as 1970, United States oil imports were for all practical purposes negligible. That was, after all, the year in which a task force appointed by the White House said that no damage would be done to the North-American economy if the traditional ban on imported oil were lifted.

As things have not turned out as well as that. In spite of the increased price of oil, US imports have continued to increase, and now exceed eight million barrels a day, or 100 million tons a year. The imports of other industrialized countries (with the exception of the United Kingdom) are also increasing steadily, so that there is every prospect that in the early 1980s the present surplus of production capacity will have disappeared.

At that point, if present trends continue, the industrialized countries will be pleading with OPEC to produce more oil. It is only natural to expect that the OPEC countries will agree only if there is a price increase—and people are talking of an extra 50 per cent or so.

The economic consequences of that will be serious—as serious as



Los Angeles nightmare

the events of the past few years. The fact that the United States should be more directly affected should be a comfort—we are all in the same boat. Yet only North America can effectively influence the likely course of events, and that can be accomplished only by reducing the scale of its oil imports.

Obviously, those concerned with North American policy are ready enough to admit this state of affairs. They also acknowledge what is not quite plain—that in the next 30 years or so, the geological scarcity of petroleum compared with other fuels (coal and uranium) will require everybody to learn to use less petroleum.

The trouble with American policy is that the short-term and the long-term objectives have become happily confused. Public rhetoric proclaims that the human race finds itself almost by accident at a crucial turning point in its affairs, with the result that those who make the message seriously are so wondering about the relative merits of solar energy and thermonuclear fusion in the pattern of industrialized society half a century from now, while the urgent need is somehow to manage affairs so that OPEC does not have to be asked to increase oil production five years or so from now—by which time there is hardly any thing that can be done markedly to increase alternative supplies of energy.

In the circumstances, the only effective policy for the United States is to use less petroleum and, since roughly a half of North American petroleum is used in transportation, that means using less petrol, called gasoline.

In the past few years, the North American Administration and Congress between them have done a great deal to encourage more efficient automobiles, but Congress has this summer denied President Carter the modest tax on gasoline for which he had asked (ostensibly on the grounds that it would have been too small to affect consumption but in reality because Congressmen know that those who vote for them usually drive in the polling station).

The National Energy Act which the Administration has inspired has already worked its way through the House of Representatives, but has yet to pass the Senate. It includes a number of devices for encouraging United States industries to save energy, and also provisions for taxing the domestically produced oil to make its price equivalent to that of OPEC oil (which may increase the price of gasoline by about 10 per cent by 1981).

Yet even the enthusiasts for this legislation admit that it can only be considered as a first step in the right direction—and they add that nothing can be expected in Congress in 1978, when every Congressman will be up for re-election.

So, when it comes to it, President Carter will have to rely principally on exhortation. The difficulty is, he must by now know well enough that the case for regarding most of the energy savings as the more equivalent of war is weakened by the attempts which he and Congress have made to ensure that individual Americans are not too badly hurt financially by the new legislation.

It is no wonder that all the opinion polls show that most Americans think the "energy crisis" is a mirage—or an oil-company rump. Yet it is a hard business for us all—there is another sudden increase of the price of oil, all of us will be hurt.

## 5,000 would-be managers Adult sector faces snags

Somerset County Council's decision to throw open its doors and invite anyone interested in education to become a school governor or manager has been an overwhelming success.

The education authority has already received about 5,600 applications from people wanting to become managers and governors of the county's 300 schools. This is a big increase on previous years.

The chairman of the county's education committee, Mr Tony Douse-Brown, said: "There has been a tremendous interest from all sections of the community and this is a very encouraging sign." The awakening interest results from a series of meetings held last autumn with governors and managers, county, district and parish councils and others interested in education.

They discussed the new proposals for the appointment of governors and managers and their duties. These included a new emphasis on the running costs, on the place of the school in the community and on greater participation by managers, governors and parents in the work of the schools.

For the first time as well, the county has decided that teaching and non-teaching staff will also serve on many school governing and managing bodies. About 2,500 people have already been appointed to serve a term until 1981.

This week the IEA started a publicity campaign to encourage more parents to become governors.

DR Gazette, August 1977, HMSO, £1.20.

## 1,000 more looking for jobs

The number of teachers registered as unemployed rose by more than 1,000 between March and June, according to new figures published in the Department of Employment Gazette.

In March 3,049 secondary school teachers and 2,492 primary teachers were on the dole. By June the figures were 3,775 and 2,799 respectively. The number of jobless university lecturers also rose—to 1,348, but further education and pre-school staff appear to have been lucky in finding work.

Traditionally the numbers of teachers registered as unemployed are a poor guide to the general level of unemployment in education. Many married women teachers do not sign on. Other teachers remain looking for teaching jobs even though they have accepted temporary work in other fields.

DR Gazette, August 1977, HMSO, £1.20.

Adult education will cease to be a fringe activity and become a central feature of the education system, says a discussion paper prepared for last weekend's conference of the Education Centres Association in Oxford.

But enthusiasts will have to face strong economic arguments that technological and industrial education must have priority over adult education, says the author of the paper, Mrs Margery Leslie, principal of Richmond Adult College.

"We who believe that we do not live a yehood alone, must be prepared to show how the adult education service contributes to the fullness of life, and to industrial and commercial success". It is in helping people to come to terms with long periods of unemployment and with redundancy that opportunities for learning and re-learning must be offered she believes.

Adult education should be available in all forms. "We ourselves may feel that the Educational Centres Association has outgrown its 'home and home' image and regard the centre as a base from which we can move out into the community and to which we can draw the community in."

Nevertheless, we feel that centre based service has something of special value. It provides an environment in which people can learn from each other."

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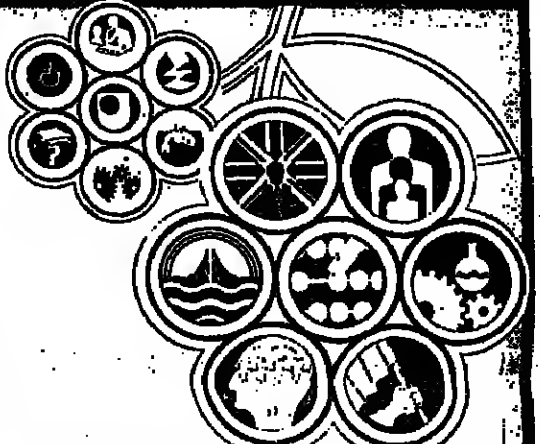
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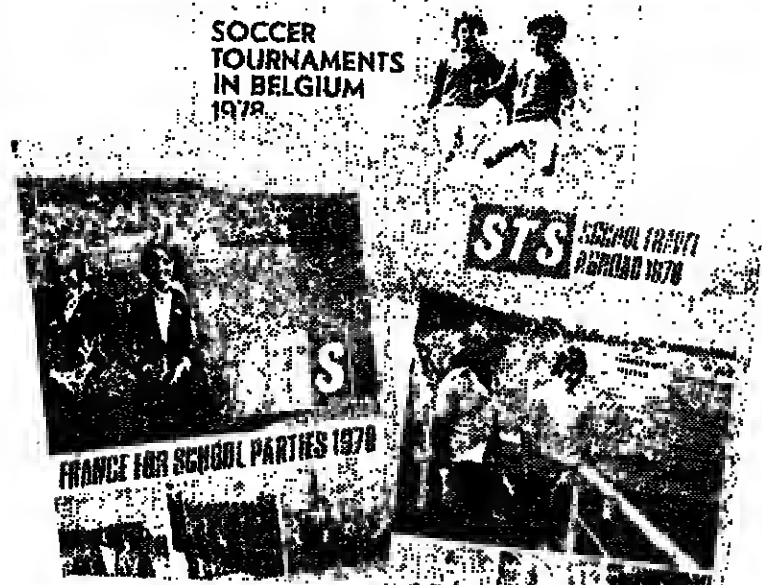
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## India

### Dispute over textbook 'censorship'

from A. S. Abraham

**BOMBAY**  
Four history textbooks written by eminent Indian historians and published by the National Council for Educational Research and Training, a Federal coordinating and advisory body on school education, and by the Indian Council of Historical Research, have become the subject of a fierce political controversy.

The dispute began with the disclosure that the office of the Prime Minister, Mr. Morarji Desai, had sent the Federal Education Minister a note asking it to withdraw the four books prescribed in schools because they supposedly contained "a very large element of controversial and biased material and the readers are likely to acquire a prejudiced view of Indian history".

The books are: *A Textbook of History* (for secondary schools) by Bipin Chandra, *Freedom Struggle* by the same author as well as by two other historians, Amal Tripathi and Bhanu De, *Medieval India* (for middle schools) by Ranita Thapar (who has written the first volume of the two-volume *A History of India* in the Pelican Original series), and *Communist and the Writing of Indian History* by Ramita Thapar, Anubhus Mukhia and Bipin Chandra.

Dr Thapar's book on medieval India is criticized because it largely gives only a Islamic brightside of the Muslim rulers in India. This book, written 10 years ago, was approved first by an editorial board comprising some of the country's best-known historians and later by another group of historians.

The note from the Prime Minister's office is accompanied by extracts from the books which indicate that they are "biased". One "objectionable" excerpt is from the last of the four books mentioned above. It goes: "... a distinction has to be maintained between non-violence as a philosophical concept and the practice of non-violence. There is very little evidence to suggest that in practice violence was avoided. Aggression frequently took violent form."

According to *People's Democracy*, the weekly organ of the Communist Party of India (Marxist)—the party that is now in power in West Bengal—the note from the Prime Minister's office is part of a right-wing effort to purge the establishment of the leftists which it feels have lapsed. It says the Prime Minister himself a traditionalist and is not known for his leftist sympathies, he appears to have gone along.

## Italy

### Young jobless flock to join work schemes

from Dalbert Hallenstein

**VIRONA**  
Rome last week that the possibility of further State employment for young people is already too much for the government officials. The Italian Government already undertaken not to increase State expenditure.

The scheme basically offers a year's work experience to young people in the private sector; a work contract to complete a vocational course.

None of these alternatives, any guarantee of permanent employment, though in the short run offer incentives to firms to take on young people. In the case of a one-year contract, there is a liability of permanent employment if the firm takes on more than three trainees.

Of the applicants 61.2% (396,538) come from the impoverished southern regions. The central regions and 12.4% (124,784) from the north. It also registers the highest unemployment rate in the country.

The scheme will concentrate most of its resources in the south where at least 60 per cent of all Italy's youth unemployment is to be found. Moreover, many of the unemployed in the north are young immigrants in search of work.

In the public sector, young people will be employed in State museums, libraries and archives. They will also be used on rural works, in reforestation and in the reconstruction of Italy's chaotic land and transport records. There is now even talk of being employed in the municipal tax offices to help stamp out tax evasion.

But Signora Anselmi warned in

## Sweden

### Social reforms face cutbacks

Mike Duckenfield on Sweden's financial difficulties as the crown is devalued again

**STOCKHOLM**  
Sweden's growing economic crisis, which has caused two devaluations of the crown in the past five months, is costing doubts on the likely progress of the major SIA reform of the nine-year primary and lower secondary school catering for all seven to 15 year olds.

Last week's package of crisis measures to put the staggering economy back on its feet, included, as well as a 10 per cent devaluation and two-month prices freeze, the announcement that there would be no new costly social reforms for the next two years.

As voters go to the polls again in September 1978, the so-called reform stop effectively means that the year-old Centre-Right coalition—Sweden's first elected non-Social Democrat Government since 1932—has decided to pin almost all its hopes for re-endorsement on its ability to stimulate employment, cut the inflation rate and reduce the balance of payments deficit.

The consequence of the halt, which brings to an end a long period of change touching virtually every aspect of education, will not be clear until negotiations over the annual budget for the year beginning next July get under way this autumn.

Most of the reforms inherited from Mr Olof Palme's Government last October have already been agreed on or implemented, including the 1968 shake-up of post-secondary education and provision of mother tongue tuition for immigrant children, both of which came into force this July.

However, the progress on these reforms may be slowed, while the timetable for the implementation of others, including SIA and the



Former Premier Olof Palme reforms in the pipeline

plan to shorten the working hours of parents of under-sevens, may be altered. The only social change guaranteed by the Government is the promised extension of annual holidays from four to five weeks.

The SIA reform was passed by Parliament last year (TED, April 2) and is due to come into full effect next July. It aims to create an integrated school-day with a wide range of non-teaching activities and to forge stronger links between schools and society, particularly working-life.

Overall, it is seen as a way to give local authorities, school staff and parents more say over how schools are run, what they are used for and how the curriculum should be organized.

## Republic of Ireland

### Changing Dublin faces herald new policies

from Paul McGill

**DUBLIN**  
Under Mr Wilson's novel plan, 1,800 untrained graduates will be recruited over the next three years as full-time, temporary primary teachers. After three years' teaching the graduates must take a training course or else leave the job. This scheme has been welcomed by the leadership of the Irish National Teachers' Organisation, but at least one of the union's members has severely criticized it.

Writing in *The Irish Times*, Mr Joe O'Toole, a primary school principal, claimed the scheme would undermine parental confidence in teachers. "If teachers can be produced instantly, what is the need for colleges of education?" he asked.

Mr O'Toole argued that "an attitude of slavish inferiority towards graduates" might have been the reason why teachers failed to speak out against the dilution of their profession. But there was no such recourse about another ministerial scheme to introduce 200 school-leavers into primary schools as classroom assistants. The idea was quickly dropped after INTO strongly opposed it.

Mr O'Toole, currently the union's full-time Northern Secretary, not only won the bulk of Northern Ireland votes, but beat his two southern opponents on their own territory. He takes up his new post in Dublin next year.

He replaces Mr Sean Brosnan, who has headed INTO for 10 years. Although 66-year-old Mr Brosnan has been a member of the Senate—the upper chamber of the Irish parliament—for the past 18 years, he has failed to be re-elected.

## Holland

### Open School for adults gets under way

from Lynn George

**AMSTERDAM**  
Last month saw the official start to the two-year trial period of the first Open School. Fifteen hundred adults will participate in three projects spread over 14 locations. Courses will be aimed at workers, housewives over 30 and young workers between 17 and 30, with relatively little schooling behind them.

The Open School will cost the Government 10m guilders a year (€2.25m). Participants for the first two years at least, will pay nothing. Eventually the Government hopes to introduce a paid educational leave scheme for workers similar to the Scandinavian system. One major Dutch company has already taken the initiative and given 25 of its employees two hours' paid leave a week to study with the Open School.

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## LETTERS

# No, 1994 has this in store

Sir—Your anonymous author of the fascinating glimpse into the future has got it wrong. For I can say with all the authority vouchsafed by a clairvoyant blank holiday weekend, that by the late 1980s the Royal College of Technology and its failure was not an isolated case. Some say that the RCTM never recovered from the protracted technical strike and associated boycott action in the early 1980s as ASTMS made a bid to displace the AUT and NATFHE. Others, more perceptive perhaps, saw the decline as due to the substantial penetration of the teaching staff by an influential group devoted to Third World technology and the output of the RCTM became more and more conditioned to a theory and practice of back to

the land. It is in respect of the subsequent development that your correspondent is an astutely informed, Laugh-borough and Hummel reminiscent, of course, full back chieftain. But the Government clearly say that the only hope for the nation was to ask Sheffield City Polytechnic in view of its brilliant and sustained record to take over the Royal College of Technology and its associated assets and to provide the new service of direction so needed by the nation. This the polytechnic did, in its fifteenth merger since 1976, and established itself in its relatively capital, Lord Hunt, who had made valiant efforts at RCTM, attempted to buy out the principal of the polytechnic, the then Bishop

of Hillsborough and in this he was only supported by Dr. Ebbels, the Secretary of State's coalition Government, who attempted to ignore the noble Lord's view. The success of British education and its stemmed from this merger. City Polytechnic was duly recognised in the Borough's book *Foundations*. Yours in haste (off to the principal, GEORGE TOLLEY, Principal, Sheffield City Polytechnic).

## Fade-out for film studies?

Sir—On Douglas's article in TES Extra (August 19) suggests a number of continuing dilemmas in the area of media education, and plots the progress of the subject in its bid for recognition. It is ironic that the Secretary of State's ignorance of the endeavours of teachers should have been demonstrated in the North East, an area noted for teacher training courses in film studies.  
A brief report of how three courses have been decimated by college closures or mergers appears in the current issue of Screen Education (summer 1977). The course at Alnwick has disappeared with that college's closure. Ponteland's course will go when that closes. The BEd in film and television studies at the College of St Hill and St Bede, Durham, will be discontinued after the September 1977 intake unless intending teachers indicate by their applications that there is a demand for it.  
Further progress to the establishment of media courses in schools will be hampered by the scarcity of specialist teachers, and the closure of courses will also mean that teachers in art, drama and English will no longer be able to take the media options that the existence of such courses promotes. Though our film and television courses have small numbers of students (and the college would not let me advertise that the course existed as a new BEd), the option courses are over subscribed and half the student intake receive instruction in the image education-visual literacy area of study.  
The Secretary of State for Education indicated that, when closures of colleges were considered, the reduction of subject areas was in this order: offer, any history, when no provision has been made for the continuation of media studies?  
GAVIN WILLIAMS, Senior Lecturer, College of St Hill and St Bede, Durham.

## One flew over the Green P

Sir—Returning from holiday I have been able to read the Green Paper in full and find that my first reactions to the press reports are confirmed.  
The overwhelming impression made on me is of the document's staggering banality. Rarely can have been more saturated with clichés, platitudes, and half-baked "suggestions", the petty currency (alas) of the education world.  
Hardly a thought is expressed that has not been kicked around for years, even decades. Generalized propositions, qualifications, tentative conceptions (presented as fact) jargon, abound.  
Most pathetic of all is the staid effort to obtain reassurance by the frequent recourse to the Holy Writ, the national meetings of the Great Debate, as "evidence" of consensus. Who would be able to disagree with an attended one of the jointure, "emerged" through anyone who knows that nothing "emerged" as consensus. (You have to read the *Green Paper* Diaries to understand the civil service technique).  
But perhaps I am being unfair.

even unkind. There is one which will surely stay in the mind of the century. This is the suggestion that the teachers should participate in the sacking of their own members of interests of the service.  
Just imagine Albert Eric Vurley or Tony Baring in this kind of thing. I hope Seanan or Frank The D.E.S. must be the stark of Whitehall. It is a world of its own. May I help the Secretary to get himself off the back of his pen with her kind and attentive staff. With best wishes, the First Division of the Civil Service.  
It would be easy to do about the handling of the paper, and so decide a major plan is feasible.  
MAN MORRIS, Executive Member, National Union of Teachers.

## White Lion: the real insult

Sir—I have not suggested that the existence of the White Lion Street Free School is an insult to I.R.A. and I am delighted that White Lion has close ties with them (Letters, August 19).  
What I described as an insult to those projects was Mr Peter Newell's statement that it was for the Inner London providing alternative education for children with difficulties similar to those of the children attending White Lion.  
It had seemed in me that most recent publicity about White Lion's success of funds had given the impression that other similar work was not being done. For from trying to "divide" I.R.A.-funded projects from White Lion (Letters, August 25) I was drawing attention to their closely related aims.  
I am glad that in the current

debate their existence is not recognised and discussed, but that White Lion's ties with I.R.A. are not.  
In its bulletin of May 25 last, White Lion drew attention to other projects. Funding of White Lion normally takes place only from within 500 yards of the site. Mr Peter Newell said that White Lion had appointed children and parents to other projects in the Children's Rights Wing. I am glad that they have given them advice on how to do it.  
The Children's Rights Wing list of alternative education projects includes I.R.A.-funded projects as well as the White Lion Street School (see, for instance, 26 September, 1976).  
MARY-LOU CLARKE, Chairman, School sub-committee I.R.A.

## 'Too much too soon' in maths

Sir—I would like to draw attention to an age-old Dutch Elm strain in the teaching of maths that has been causing innocent victims for a long time.  
The innocents are the infants who are made to learn abstract ideas—number 1 may mean one, ten or a hundred. They are taught sums in which they carry on, they think they carry on, they are put to carry on. No wonder

taught eight plus three, hardly remember any child being able to explain why 11 is not two.  
So for the sake of this we must reconsider our 'too much too soon'.  
KULDIP SINGH, Chatham, Kent.

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## LETTERS

# Political illiteracy: the British disease

Sir—It was unfortunate that your correspondent who reported on the Hansard Society's Report on "The Political Awareness of the Young School Leaver" was unable to find someone better informed than Mr Terry Casey to comment upon it (August 19).  
Anyone who had followed the important developments which have taken place in the field of political education in recent years would know that there are very few people who are attracted to the idea that schools teach a subject called "political education", inserted into an already overcrowded curriculum.

There is, however, a considerable number of teachers who have long been concerned that most young people leave school at the age of 16 totally unprepared to exercise even the minimal political responsibility of voting. Dr Stoddling's survey has performed a valuable service in showing just how serious the situation is.  
If we happen to believe that the political process is the best way of resolving conflict in society, if, like Churchill, we believe that "law is better than war, war" then we should surely not expect that our young people will always absorb the values of the democratic process by some kind of social osmosis. There is a little too much evidence about to the contrary for our com-

fort.  
The Politics Association, which is affiliated to the Hansard Society, has argued consistently that schools and colleges cannot afford to neglect this vital area of education. The idea of putting "political education" in the timetable has no appeal.  
What is needed is a long, hard look at the work which is already done in the last two compulsory years at school, and in liberal studies courses in further education with a view to ensuring that, in preparing young people to take their place in adult society, we do not forget the knowledge, skills and attitudes which they will need if their adult society is to be fairer, stronger, better balanced and more successful in promoting human well-being than it is at present.  
The general secretary of the important trade union in the teaching profession cannot see this as disturbing. Fortunately, the Secretary of State for Education and Science has emphasised the importance of political awareness as a component of the "common core" curriculum, and there is some evidence that the TUC is taking an interest as well.  
There are few nations of any political persuasion which do less than Britain in this respect: we can no longer afford this complacency.  
I. S. SUTTON, The Politics Association, 12 Gower Street, London WC1.

## Popularity is not everything

Sir—I should like to support Mike Lyth's comments about the Integrated Science Project. Bob Doe is indeed being naive if he regards the main criteria of "success" of an innovation as the rate of uptake by schools.  
The literature on curriculum innovation abounds with examples of the social, financial, administrative, personal and micro-political factors which affect the adoption of curriculum projects by schools: whatever their inherent educational pleasure. It will be a sad day for the curriculum development movement if projects are judged solely on the extent of their adoption. Even some of the original "Nuffield" schemes did not exactly "sweep the country".  
Perhaps it should also be remembered that the aim of the Schools Council is not to produce new orthodoxies, but to extend the range of choice of teachers, and that includes choice of particular learning experiences which may be extracted from published materials whether or not the project is adopted in its entirety.  
A. TORRINGTON, Preston Polytechnic, Chorley Campus.

## Science: how the majority suffers for the minority

Sir—Mr Borker's letter (August 19) strikes a chord when he talks about "specialist" science teachers attempting to justify the existence of the separate sciences in schools in terms of pupils wishing to specialise in the sixth form or become scientists, engineers, medics or even "specialist" science teachers.  
It is an argument which I have heard many times, and which is quite spurious when one considers that of all the pupils who were eligible to take O levels in 1972, only 7 per cent went on to read science, engineering or medicine at university two years later. In other words some 93 per cent of the school population have to endure a science curriculum more appropriate to the needs of a very small minority.

## Have your kids got broken specs?

Sir—I would be most grateful if any teachers who would be kind enough to let me know of any children in their classes who have experienced accidents as a result of their wearing spectacles with glass lenses while engaged in such activities as games or physical education.  
I raise this because of the recent concern in the medical profession over the matter of swimming goggles which glaze because they are made from acrylic rather than polycarbonate plastic.  
D. H. LARDER, Director of Safety Education, Royal Society for the Prevention of Accidents, Canon House, The Priory Queensway, Birmingham.

## Check mate

Sir—I hope that the person who had overlooked at the British Chess Championship in wraith attention (TES picture caption, August 12) has been wrapt over the knuckles and told to come to work wrapped in sackcloth.  
P. MCGEE, 10 Copland Avenue, Wembley, Middlesex.



Prison Officer Carlo Jenkinson, 23, trained as a teacher. She's now in her first year as a Prison Officer. She's still deciding how to develop her career in the Prison Service.

Newly promoted Principal Officer Elaine Taylor, 18, has been in the Prison Service for 10 years. She was previously a nurse. The experience and commitment she gained has been useful in the Prison Service Training School.

Chief Officer Blodwyn Davies, 44, was working in retail jewellery when she joined the Prison Service 20 years ago. She's been a Chief Officer for 5 years, and her services included time as a tutor of the Officers' Training School.

Governor Monica Carden, 33, joined as a Prison Officer 11 years ago and was promoted to Assistant Governor after 18 months. She had no formal educational qualifications when she joined, but took advantage of the career opportunity offered in the Prison Service.

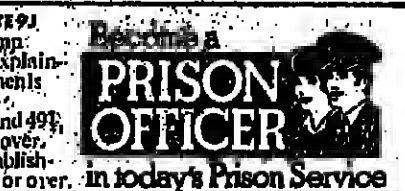
# What sort of future can you have as a Prison Officer?

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You need special qualities too - patience, understanding, a lot of good humour and cool. And you need the character and determination to stick to it, to make a worthwhile career.  
The Prison Service will find out whether you're suitable, with tests and an interview. Once you've done your basic training, and are working full time in a prison you'll find there are plenty of opportunities to get on. Prison Officer is only the first step of a ladder that can take you on to Chief Officer, or even Governor.

Prison Officers can also apply to become Assistant Governors, which means moving into the managerial side of the prison service, working with the Governor, probably responsible for a whole prison wing. This can then eventually lead to the highest post in the prison service, Governor.  
So for people with the right qualities, ambition and the ability to succeed, the prison service offers a worthwhile career. No one pretends it's an easy job - most worthwhile jobs aren't. And it's not always pleasant - you have to come in contact with some of the more sordid sides of life. But it isn't unpleasant either, and you get a real opportunity to help unfortunate people and make a contribution to society.  
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After Prison Officer you can, through experience and examinations, be promoted to Senior Officer level, then to Principal Officer. In these positions you'll be responsible for supervising the work of officers under you. You'll be expected to take decisions of your own, organise and cope. Your abilities will be tested to the full, but you'll find the satisfaction of holding down a responsible job. You could, after that, become Chief Officer, in charge of the officers and their work in a whole prison.

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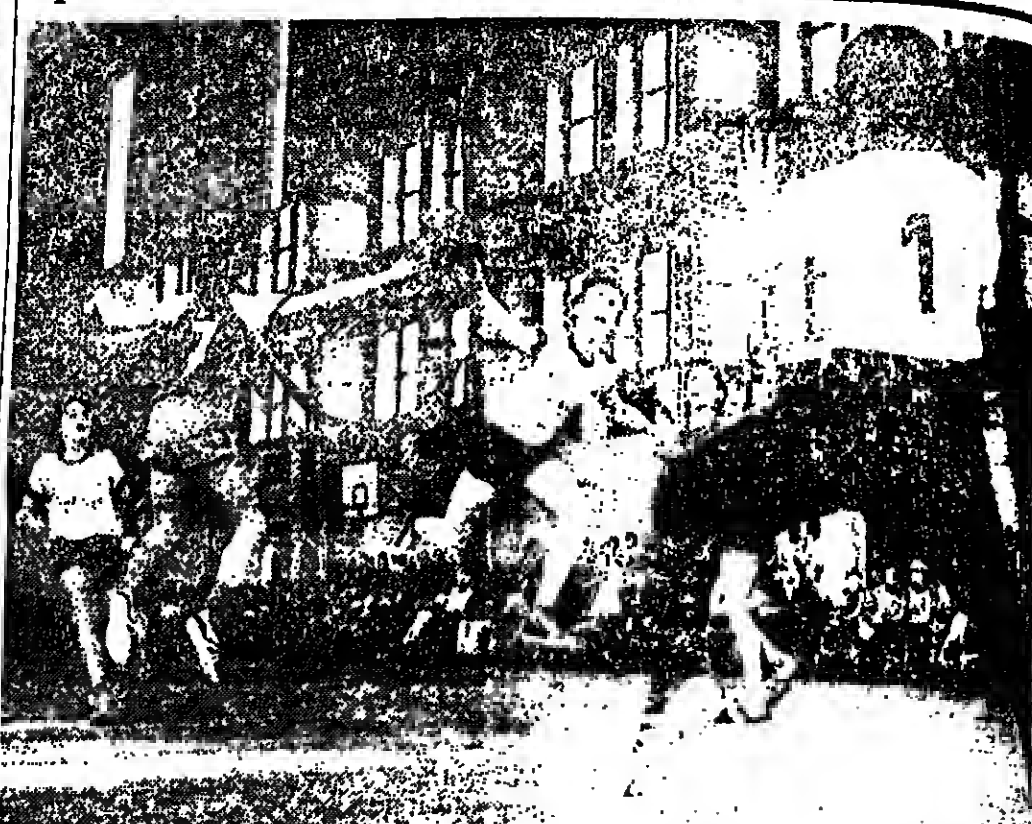
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## Sport



Children's spartanoid: Rostock play Leipzig in a junior handball match at Leipzig.

**Midlands test uncovers new tennis talent**  
by Stanley Levluson

A new schools tennis competition, started earlier in the year in the Midlands, has proved highly successful, says Mr Jack Moore, manager of the Lawn Tennis Foundation, which organized it with the backing of Coca-Cola and Dunlop. The foundation and its supporters are to discuss an extension of the competition to other areas next year.

The aim of the tournament is to give through a team competition based on singles, a rivalry in schools tennis, and doubles.

Mr Moore was pleased with the response—850 boys and girls in 189 teams competing in 42 leagues in Derbyshire, Leicestershire, Lincolnshire, Nottinghamshire, Staffordshire, Walsall and Wolverhampton. Each area produced its champions. The girls' winners were: St Malcna School, Cleveford; Loughborough High School; Spalding High School; Retford High School; Queen Mary High School, Walsall; Regis School, Tottenham, Wolverhampton.

The champion boys' schools were: Bemrose School, Derby; Gosworth College; Ancaster High School, Lincoln; Nottingham High School; Oakhill High School, Stoke; Queen Mary Grammar School, Walsall; Regis School, Tottenham.

By opening the competition to junior sections of tennis clubs the number of competitors rose by several thousand to well over 40,000. Now, at Queen's, the champions of England, Ireland, Scotland and Wales play off for the international title.

Lesley Romley (Westgate School, Walsall) was the year's best player, which was decided just before the international competition. Linda Maclean (Rookwood School, Andover) and Kim Holston (Horley Place School, Camberley) are two who stand in her way.

In the boys' section the experts will be keeping an eye on Jeremy Bates (Tudor Grange School, Solihull) and Patrick Hughes (Torquay Grammar School).

Loisje Tull will be of Queen's representing Ireland, together with David Williams, of the Bolinas Royal Academy.

Susanne Davies, of Goweston School, Swansea, and Peter Anthony (Gaeland Comprehensive School, Swansea) are the Welsh champions and Scotland's winner is carried by Judy Cremond (Ayr) and Alan McNeil (Ayr).

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# A little too autonomous

Bob Bell  
attacks the concepts of teacher freedom put forward by the teacher unions

At the beginning of this year I was asked to contribute a programme to the BBC's Education Debate series. The subject was the teaching profession's right to control the curriculum.

I realized this was a dangerous area and that any attempt to undermine public acceptance of "teacher freedom" was likely to bring upon me the wrath of a pretty formidable company of people, many of whom I usually admire and have faith in.

But I also had a fair amount of faith in my own ability to weather the storm. I was not, after all, advocating that rigid control of the curriculum by American-style PTAs so often (and rightly) condemned by Sir Alec Clegg. Nor was I advocating that (largely mythical) rigid control of the curriculum by central bureaucrats and politicians that is supposed to be usual among most of our European neighbours.

I was not even advocating (though I might well have done so) the removal of teacher union representatives (as opposed to teachers) from the committees of the Schools Council. I was simply suggesting that "teacher autonomy" has its dangers as well as its advantages, and that I would prefer a situation where neither teachers, nor parents nor government felt that they were totally dominant in any discussion of how our children and our society should be shaped.

I wanted at least to question whether the secret garden of the curriculum had not become a little too secret for the good of the country and of the teachers' clientele. I wanted to suggest that far more open government was just as desirable to local education offices and headmasters' studies as in Downing Street or the White House.

Despite its modest aims, the programme brought a storm of protest—not so much from teachers, most of whom expressed satisfaction that the cant which so often surrounds this subject was being discounted, as from teacher union officials and from politicians who felt that I might be rocking the boat at a delicate time. Certainly the professional progressives were quick to file a Black Paper label round my neck. This is just what I would have expected, given the newspapers' present love of polarization and dichotomies.

Even so, I felt it was unfair. In my recent Open University work I had publicly defended R. E. Mackenzie and the open primary school. I had regularly attacked educational bureaucracy whether it reared its head in Sweden, Aberdeen or Ireland; I had written numerous articles (and even half a book) attacking what I felt were the spurious historical and comparative defences of the grammar school and university in an educational system which to me is still chronically and negatively elitist.

I had attacked corporal punishment in the coming to birth of a self-respecting teaching force at the beginning of this century. As Christianity waned and socialism grew, some teachers were seen to be in the front ranks of those producing a new age, and those being oppressed by school governors or head regulations were seen as stifled revolutionaries, as apostles in a dark land and therefore to be accorded the unquestioned respect given to missionaries in other religious leaders.

It must have been a pretty terrible sin I had committed to be so condemned. It soon became clear that such ecclesiastical imagery was entirely appropriate. I was in



The Tyndale teachers, who took the notion of autonomy seriously and literally

the world of pre-Vatican Council Catholicism, and I had unforgivably attacked the rights of the priesthood. I had attacked what must remain an unchanging notion: that teachers, the new priesthood, must be unquestioningly trusted at all times by anyone claiming to be progressive, left-wing, child-centred, socialist or in any way standing out against Black Paperism.

The interesting thing about the professional opponents of the Black Papers is that while they are prepared to attack the reactionary theologians (Cox, Boyson and the rest) they are never prepared to attack those reactionary teachers who have in many ways been responsible for the evils of our present educational system, just as nineteenth century rebel theologians were allowed to disagree with their fellow academics, but never to attack the bishops or the priesthood. Apparently I had overstepped this invisible line.

I was quickly reminded that unless teachers' autonomy was fully recognized they would not be accepted as total professionals, and total professionalism above apparently would guarantee progressive views and progressive practices. Yet according to my same progressive friends, all other groups of undoubted professionals (lawyers, the clergy, doctors and so on) were almost by definition reactionary, right-wing, and conservative. Why then should full professionalism for teachers be a guarantee of quality or enlightened opinions?

I think the real reason for this special autonomy we have claimed for teachers has less to do with professionalism, than with the imagery which surrounded the coming to birth of a self-respecting teaching force at the beginning of this century. As Christianity waned and socialism grew, some teachers were seen to be in the front ranks of those producing a new age, and those being oppressed by school governors or head regulations were seen as stifled revolutionaries, as apostles in a dark land and therefore to be accorded the unquestioned respect given to missionaries in other religious leaders.

Yet by 1977 a very large proportion of teachers have ceased to be missionaries;

they have become just as elitist as their fellow professionals in law and medicine, an they need to be held just as much in check when it comes to formulating progressive, rational policies for the development of education.

I realize fully that there are still progressive teachers needing to be freed from persecution on the heads of reactionary bureaucrats and headmasters. But their cause is best served by individual defence in relation to specific cases, rather than by a blanket coverage of NUT slogans that invoke freedom equally both for them and for their worst enemies.

In the programme itself I made the usual case for the public accountability of teachers, but attempted to explain why this case had been ignored during most of this century. I spoke of the natural and justifiable reaction there had been against payment by results, but expressed the view that this reaction had decayed into the mindless rhetoric of the NUT which, almost alone among major teacher unions in the world, appears to believe that teachers must have the final say, and not merely a major say, on the shape of the national curriculum, as well as on classroom pedagogy.

I pointed out how the hollowness of this rhetoric had been revealed in the case of William Tyndale, where a group of teachers had taken it quite seriously and literally and had destroyed themselves, and been abandoned by a union which was pragmatic enough (like the ILEA) to see that such a claim to autonomy became meaningless once enough concerned parents refused to accept its consequences.

In the final part of the programme I outlined a view of my own—that in the early days of the Labour movement incidents such as the Burnton strike had fixed in the minds of socialist leaders and later, somewhat amazingly, in the minds of most politicians of all parties, the belief that teachers were essentially warriors in a war against the evils of society, and that to curb their freedom was equivalent to burning missionaries.

The religious imagery with which their task is so often described has given them criticism as a group, if not individually.

What I was pleading for, I suppose, was a new educational anti-clericalism, and the creation of an atmosphere in which we can attack teachers—or education officers—without being accused of being either anti-education or reactionary. After all, many anti-clericals are exceptionally good Christians.

To me the greatest disappointment of the Groot Debatte has been our refusal to discuss such issues, and face the fact that while there are many bad and unscrupulous parents, many cheese-pairing and careless politicians, many unmotivated and feckless children, there are also many inadequate and badly motivated teachers.

There are some teachers that are ignorant, some that are malicious, some with the most irresponsible of political motives, both to the right and to the left. Yet it has been a tacit assumption of the whole debate that, while parental and political power must always be kept in check, we must still believe in the teachers' inalienable right to autonomy.

It is not even true that such autonomy has ever been properly achieved by the average teacher so far as his or her daily work is concerned. Union representatives may have a majority on Schools Council committees, head teachers may refuse to allow "maddening" (however legal and legitimate) by governors, but ordinary classroom teachers' own wishes are just as often constrained by the supply of textbooks, the whims of heads of department, the GCE syllabus or the school architecture, as by wicked and political interference. Teacher autonomy is never invoked to stop education cuts, or to curb the head teacher's powers.

It is one thing for teacher organizations to claim adequate salaries, satisfactory working conditions and professional respect. But the teacher power that Fred Jarvis and Alan Evans of the NUT claim is something quite different and quite dangerous. Not only are some teachers ill-disposed towards children and towards their colleagues, an even larger number (perhaps many) are openly cynical about the whole educational process.

Certainly many are merely content, in the old grammar/secondary modern way, to chalk up exam successes and to pour scorn on their failures. It is for these people, just as much for the dedicated teacher, that the NUT claims such clerical immunity. There are some areas of education where it is dangerous for such autonomy to be continued, particularly those where even the best teachers' intentions may become clouded by vested interest.

The history of the nineteenth century is littered with examples of how such vested interest barred the way to curriculum development. At Oxford and Cambridge and in the public schools the teachers of established subjects, such as classics and mathematics, for long poured scorn on new subjects such as history and modern languages—even on medicine and engineering—and by using their sole right to regulate the curriculum, kept up their student numbers until Parliament was forced to intervene.

The protectionism that showed itself then is still alive today. I know of one 14-year-old who was recently almost dissuaded from doing biology in his comprehensive school by a forceful and amphetamine physics master, who implied that biology was a cissy subject.

The same month, in the same city, a girl of 12 opted for French (et which she was quite adequate) rather than

UPN 1250



Continued from previous page  
needlework (at which she was useless).  
Next term, without any word to the  
parents, she was doing needlework.  
"After all", her year mistress said, "she  
is a girl."

These are tiny, unscientific, unrepresentative samples based on hearsay evidence, but they represent a personal crisis of immense importance to children and parents.

Subject choice in the early secondary school is the one most fraught with difficulties for parents. The majority are not only anxious to defend their child's interest, but also have a genuine faith in the professional competence of the teacher. If such respect is to be maintained, there must be a frankness and openness on both sides, and none of that hiding behind autonomous skirts that can so easily disguise irrationalities. For too often children's interests are sacrificed to make timetabling easier and departmental budgets larger.

I still believe there is a great deal to be said for leaving most classroom decisions to teachers. In many cases I would welcome less interference by head teachers and advisers in the way work is carried on. It is, after all, the only way to allow that free-ranging interplay of ideas and emotions between teacher and pupil which can produce success, even in the most rigidly academic curriculum.

That sort of teacher freedom is worth for more than the political rhetoric of the curriculum industry and the teacher unions. Clerical protectionism is no substitute for real professional pride and public responsibility.

Bob Bell is senior lecturer in educational studies at the Open University.

# Missing from the agenda

Gabriel Chanan argues that there needs to be a great debate about work as well as about education

The DES's attempts to reorientate schools towards adult work have not yet brought about any reappraisal of just what a typical adult working life consists of. July's Green Paper acknowledged glancingly that all was not well in the world of industry itself, but still presented education's task in relation to industry as one of straightforward servicing.

Work is an area of perennial dispute and strain, not only about wages and prices but about purposes, structures, conditions and roles. A great debate about work is long overdue.

While this greater debate remains unjoined, analysis of the concrete purposes of education tends to rest on oversimplified views of adult existence. One concept in particular stands in the way of a closer examination of adult life, a concept in particular that permeates all our pedagogic thinking: that work and leisure are essentially separate activities, to which different criteria of success apply.

It is not true either from the point of view of the individual or of society. To keep life going the individual has to do a great deal more than what he is paid to do. He has to organize sustenance, household, travel and social support around the mere element of paid labour; and he has to do work of a different kind to protect his interests in the job itself, to make it as tolerable and rewarding as he can, quite apart from the formal definition laid down in his job description.

Most of this work actually occurs in the time conventionally regarded as leisure, and even the rest of leisure time is often taken up with mere recuperation. And in order to derive real enrichment from cultural life, the values acquired there must have some application in the overall business of living.

Society, again, depends on all these surrounding functions performed by the individual as much as it does on the narrow operations for which it nominally pays him. The activity of raising children for example, must constitute, in any objective measure, the largest single

sector of effort in national life.

The Green Paper made a slight advance in recommending that the should equip women for as wide a range of paid employment as men. But its determination by insisting that culture is "non-utilitarian". The higher aspiration of culture by the middle class is not a testimony to a higher spiritual life, but to the unrecognition of work in its culture is utilitarian.

The lawyer, the journalist, the teacher, the advertiser—and the philosopher—in the end, are not read books purely for the uplift, but as part of their work. If we recognized that skills such as writing articles or amounts of effort are needed by many different groups to monitor, challenge, influence the activities of children's intellects will be part of the adult work of both middle class and working class people, we will have the means, as much as it does, to excite and labour, can only lead to a curriculum which, for most pupils, only a range of skills is given the authenticity of being rewarded as equipment for adult life. This present state of the curriculum, previously doesn't help to create in which pupils will devote their acquiring; the less obviously work

Educationists lament the estimation of serious culture by the masses. Yet they help to create this low estimation by insisting that culture is "non-utilitarian". The higher aspiration of culture by the middle class is not a testimony to a higher spiritual life, but to the unrecognition of work in its culture is utilitarian.

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A new start in practical thinking on these issues has been made by Mary

Warnock in her recent book *Schools of Thought*, and in her article just before the Green Paper came out ("Valuing people's judgment", TES, July 8). Education, she wrote, contradicting the laboriously-argued isolationism of the Peters school, "is not something to be pursued for its own sake, but for the sake of the future of the person educated".

She went on to identify three criteria for the making of a curriculum: work, leisure and morality. Here, regrettably, the old compartments were not adequately transcended. Considered separately from work, morality evidently applied predominantly to the personal life. Leisure, considered separately, was the realm which expressed "values". And work when considered separately from morality and leisure, appeared as unproblematic, a sector where "the educational needs of the child and the needs of society are identical".

This identity of needs is abstract kind of coincidence, meeting only, like lines of perspective, on the utopian horizon. In its concrete form—the actual kinds of job open to him—the individual's side of the equation is subordinate to society's. He needs to earn a living—but society has already defined how he may do it.

The fact that society's definition is questionable, both as to accuracy and immutability, and that questioning it in a number of concrete ways will turn out, willy nilly, to be part of the adult's actual work of living, is easily obscured.

Suppose the present conduct of work, with its uncontrollable pursuit of "growth", with its violation of the environment, with its enervation of the emotional wholeness of workers, itself contains a number of threats to society? Are we to say that society needs people to work, meaning to fit in as smoothly as possible with present assumptions? Or are we to say that society actually needs them to do something much more complex, to master the work while developing their critical faculties about it, to do the work, but to notice also what it is doing to them, to imagine alternatives and make connections that are not imagined or made in their job descriptions?

Present concern with moral education is mostly focussed on the personal life. Yet the area most acutely in need of the application of moral criteria is the impersonal life—relationships through institutions, through work, between classes, interest groups, subcultures and

countries. Personal relationships are at least organically "moral" in that people will assert their autonomy and resist each other's excesses when they meet face to face. It is this impersonal relationships which have escalated so vastly in the modern world, because of increases in scale, and for coping with which there is no organic faculty.

Mary Warnock points out that debates about the "distribution" of education does not make much sense until we have established what should be taught, which must depend on adults' value judgments about what will benefit pupils in their adult lives. It is easy to agree that everyone will need to have "basic skills", but even at basic levels the teaching of such skills is involved with assumptions and anticipations of more elaborate skills.

An overview of the aims of the curriculum requires a fuller, more probing idea of adult life, showing in particular how much of what we loosely regard as optional and personal—the whole realm of culture—is really as tangibly involved in survival and fulfilment as are the techniques held down in employers' countries.

Gabriel Chanan is editor at the Ntndon Foundation for Educational Research.

# Dismantling the pigeon hole

The Harewood Centre has its origins in the West Riding experiment of seconding teachers to become educational social workers. Christopher Griffin-Beale reports

Pontefract, the Yorkshire town best known for its sweets, can also boast an educational establishment without exact parallel elsewhere.

The Harewood Centre deliberately avoids any further descriptive terms such as "education", "community" or "nursery". Its core is a nursery school, but it welcomes mothers and secondary children alongside—for their own and the preschool children's benefit—and provides after-school sessions for primary children, a youth club and adult classes.

Most of this was evident during one twelve-hour day I observed recently. The day's mood was set as I arrived at the bus-station to ask the way to the pre-war council estate where the centre is situated. A teenage girl offered to show me the right stop.

Yes, she knew the centre very well. Indeed, she had had enormous problems at school, and spent her final two years almost entirely at the centre, helping in the nursery but also—it was clear—gaining a lot herself.

With such extensive experience with children, and the guidance of the centre's head, Lesley Kissack, she gained a grade 3 in CSE child care, the school's Mode 3 exam in which she took at the centre. Her pride in her achievement—so different from her previous academic performance—and her gratitude to the centre were clear.

The centre's new building was opened last January, but the centre itself has been open since 1969. Its origins are in Sir Alec Clagg's pioneering West Riding experiment in seconding a handful of teachers as educational social workers. Some were attached to specific infant schools to work with parents. But Lesley

Kissack, a primary teacher, was dispatched to work generally with children in Pontefract, which had an above-average record for delinquency. She gradually evolved a proposal for the centre, which was accepted, and it opened in a prefabricated, supposedly temporary building—left over from the war.

The centre's growth owes much to the warmth of Lesley Kissack's own personality, and the staff's enthusiasm. Not only has it survived the demise of the West Riding, but the new authority, Wakefield, has accepted the commitment for the new building (alongside the site of the old, demolished building).

The brick single-storey building makes good use of slanting roofs with windows on the taller wall under the ceiling to throw overhead light on the activities below. Alcoves and cubicles off the central areas ensure both ample space and a human scale, openness and the kind of individual privacy.

At 9.30 the first group of under-fives appears, roughly 50 of them, and spread themselves around the building. They are mainly from the surrounding estates, and are brought in by their mothers. Some mothers stay to chat in the tea-bar, a wide alcove off the main area, operated by a girl employed by a local job-creation organization. Others stay if their children feel insecure.

Most of the children are three or more, but there are younger brothers or sisters, toddlers and babies-in-arms receiving a lot of attention from children and adults alike. One two-year-old, there with his mother, is furiously scribbling on a piece of paper. He is hyperactive and waddles about, neither sleeping nor giving his mother any peace at home. They were referred to the centre in the nursery now wears him out enough for both him and his mother to get some sleep.

In this main area—with attractive displays down the sides—children can sit either on comfortable benches, which can take adults alongside them, or at circular tables so common in nursery schools. They can draw, play nursery games like snap, or do other art activities—today they are arranging and gluing on to paper

the leaves they had collected.

Next door in the tiled wet area, children can play with sand or paint, either with brushes on easels or with fingers dipped into the paint direct on to plastic toppers. The centre's other area, a gymnasium, offers a slide, climbing-frame and Wendy-house.

Lesley Kissack has a full-time staff of only four—one nursery teacher, two nursery assistants and one non-teaching assistant. But the mothers and the regular attendance of secondary children—on community service, or on CSE child-care courses—boosts the ratio of helpers substantially, especially with story time, which invariably ends every session.

While half the group have milk and/or rhymer, the other half have stories read to them individually, or in groups of two and threes. Here, as throughout the session, it is sometimes hard to distinguish between staff members and parents; as likely as not the mother is reading to someone else's child.

The morning group goes home and after the breakfast hour, one of the staff sets off on the regular coach that crosses the town to pick up children for the afternoon session. Some are happy, but one girl weeps incoherently at the apparition from her mother.

Fewer mothers accompany their children in the afternoon, given the wider catchment area. But on this afternoon at least, there are more teenagers, including a number of boys—most from the secondary school, one on the dole. One boy niftily exits from the wet area, very of the clothes; he settles down to help in the gym.

The secondary children are there to learn as well, and need guidance. Val Guy, the nursery assistant with special responsibility for them, disposes them around the centre with firm friendliness. It is an achievement, not simply to master the quite different skills of guiding four-year-olds and 14-year-olds, but to exercise those skills simultaneously.

When story time comes, the secondary boys sit down on the benches and read to one or two children. One four-year-old

boy is on a teenager's lap, pushing playfully as the reading progresses, illustrating the different reading that is possible with the young ones.

The atmosphere achieves a momentary acceptance and control, a commitment of everyone at the time. Lesley Kissack says she needs a line between not accepting a behaviour, yet still loving the person a distinction that has rarely been for many of the children.

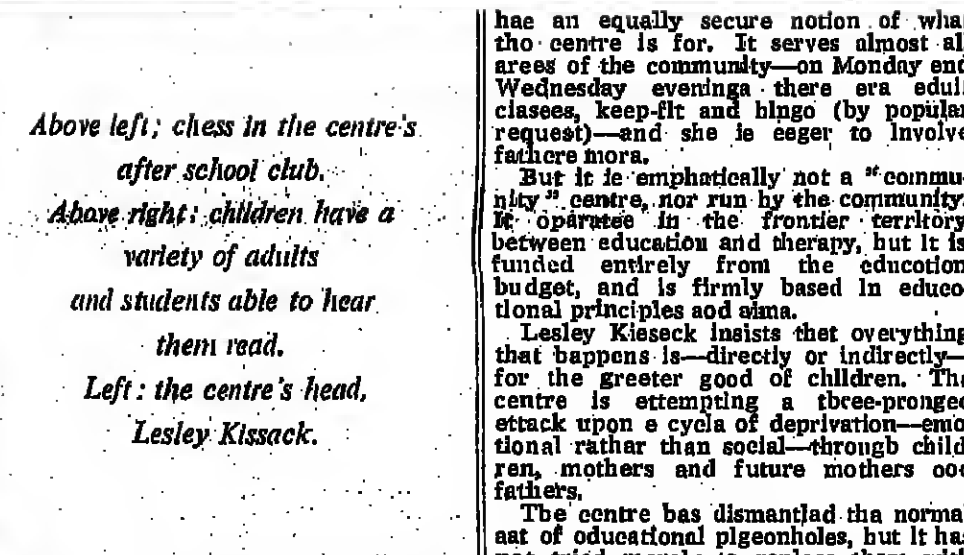
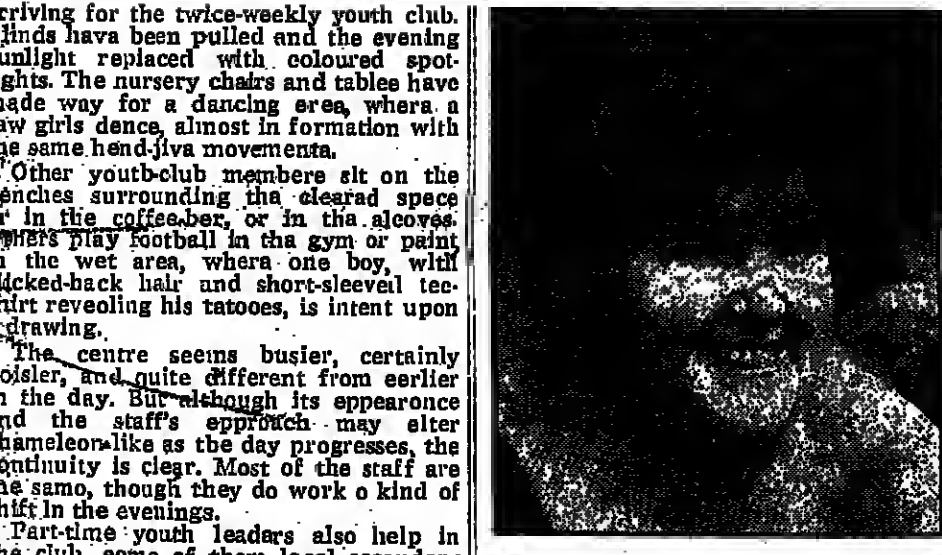
It is this atmosphere that has made the centre to help all kinds of children with behavioural and physical problems—including one time or another, deaf, maladjusted, epileptic children—either by special provision, or because there was a better place for the individual alongside other members of the group. It also explains the centre's success with a number of teenagers—like Clare—have spent extended periods there.

The centre's nursery is a nursery in the educational tradition, not a services day nursery, and does not offer all-day facilities. There is a great demand for such facilities in the area, since there are not many other options. The centre's nursery is a nursery in the educational tradition, not a services day nursery, and does not offer all-day facilities. There is a great demand for such facilities in the area, since there are not many other options.

Another characteristic of the centre is its comparative absence of immigration of black and Asian faces. There has been considerable immigration of people from other parts of the country and mobility within the town.

After school on Tuesdays every there is an after-school club for primary children; mostly past members with their parents maintaining their links with the centre. The centre seems fuller and more vibrant, and the atmosphere a little more frenzied. But there are more helpers too, and their pupils in a quite different relationship, still coming despite the disadvantages.

A level pressure. Voluntary help is essential for this club session, for apart from a token payment by the children, it is run on a shoestring. By seven o'clock the centre is transformed, as over 100 teenagers



Above left: chess in the centre's after school club.

Above right: children have a variety of adults and students able to hear them read.

Left: the centre's head, Lesley Kissack.

Then she took a teachers' training course for mature students, and has added up teaching locally. Such circular, continuing relationships are common. Some of the youth club regulars attended the nursery at its inception; others were in the after-school club, or have had younger brothers or sisters at the centre. This continuity is one of the centre's greatest strengths, encouraged by the frequent intermingling of ages, with nursery children alongside primary and secondary children, referred or excluded from school for various reasons. Although so much is going on, it does not imply woollyness in the centre's policy and practice. It offers everyone a secure and accepting structure; Lesley Kissack

has an equally secure notion of what the centre is for. It serves almost all areas of the community—on Monday and Wednesday evenings there are adult classes, keep-fit and bingo (by popular request)—and she is eager to involve fathers more.

But it is emphatically not a "community" centre, nor run by the community. It operates in the frontier territory between education and therapy, but it is funded entirely from the education budget, and is firmly based in educational principles and aims.

Lesley Kissack insists that everything that happens is—directly or indirectly—for the greater good of children. The centre is attempting a three-pronged attack upon a cycle of deprivation—emotional rather than social—through children, mothers and future mothers and fathers. The centre has dismantled the normal set of educational pigeonholes, but it has not tried merely to replace them with a set of social-work pigeonholes, nor to reject the notion of structure altogether. It is not some kind of experimental pilot study designed to test a model that can be replicated far and wide. It is a service for Pontefract that has evolved through the consistent commitment of Lesley Kissack and her staff both to the community and their own educational principles.







20 Books/Music/Art

Fantasies of progress

Debussy on Music. By François Lesure. Edited and translated by Richard Langham Smith. Secker and Warburg £6.90. 436 pp. 12559 5.

Music-Society-Education. By Christopher Small. John Calder £6.95. 7145 3530 3.

Richard Langham Smith contributes a very serviceable, indeed, a very readable, introduction, in which he explains the American... Not quite so fortunate is his... assessment of Debussy in the foreword which is the... translator's self-given reward for good service.

and ascribes more importance to its memorics than to its future." Debussy dismisses l'opéra as an Institution trafficking in noise; 40 years later Boulez scandalizes the media by suggesting that opera houses should be burnt up.

Frankly, Debussy is no model of the journalist's art. From time to time he puts on the style of an out-of-control, compartmentalizing... of the crowd in a television news item.

But Debussy's value, unlike Newman or Shaw's, lies in that immediate grasp of central issues, that refusal to burden simple thought with superfluous logic. Hence the... of his duty to inform the public, he is at the same time aware that the public's expectations and inarticulate yearnings from those of a composer; to write a great work of art will lead only to a greater mediocrity.



appreciate. I do not mean those criticisms of writers like musical competitors and programme-makers (in delicious examples against the unfortunate Guy Negami) which are still fresh only because musical society is slow to change.

He talks of music written for open-air performance allowing for new possibilities of harmonic enrichment: "Perhaps this is the answer to the question of how to write music of all those petty minutiae of form and tonality." Or else: "There remains but one way of reviving the taste for symphonic music among our contemporaries: to apply to pure music the techniques of cinematography."

His comments on music theatre and music in the United States are ringing. To call it history is to deny the composer's still living ideas in formalism. The wit still disturbs with "arriving" and the pieces that do nothing but pander to the taste of the fashion-bound to be short-lived.

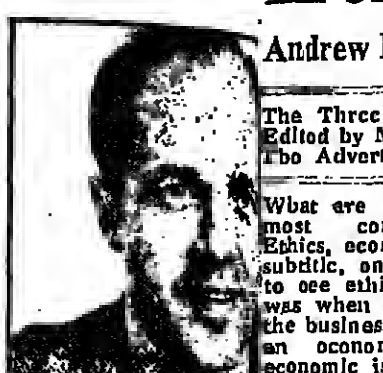
Robin Maconie on music and



One will certainly have to look elsewhere than in Christopher Small's new book, which modestly described as "probably the most original and controversial book on music to appear in English for many years".

It is certainly true that the significant music of this century is difficult to assimilate, and this is to be expected.

To call present-day Western music "elitist" is to confess a dilemma for cultural values that would disqualify a teacher in any other field. Equally pernicious is the related pretence that these values



drury, systematic, from optimism. If I have done anything to do with the matter how many would be the oldest paper reprinted in this symposium but was the focus of the original conviction, which when it comes to the society and its ways.

To deny that someone lives within the community because it is practiced by the masses, or that someone is a critic and teacher as a result of his or her position, is to deny the very nature of the profession.

What Mr Small really wants to do, as his extensive chapter makes clear, is to offer a free-range, free-market in which nobody would be left out. It is to revive a kind of amateurism. If the same care to look at the same time, the field of journalism, and their contributions provide an amalgam of fact, assertion and opinion from which the discerning reader may obtain a fascinating survey of technological progress.

21 Books/Society/Science

Ethics and economics

Andrew Robertson on advertising

The Three Faces of Advertising. Edited by Michael Barnes. The Advertising Association £4.00.

What are the three faces of the most controversial industry? Ethics, economics, and law. It is to see ethics in first place. Time was when ethics was not part of the business, because advertising is an economic phenomenon and economic is not a normative discipline.

More than 30 years ago Nicholas Kaldor wrote a paper for the National Institute for Economic and Social Research (which remained unpublished till 1950) on "The Economic Aspects of Advertising".

A famous advertiser (supposed to have been a Unilever chairman) is said to have admitted that half his company's advertising expenditure was wasted, but that he did not know which half.

Paperbacks

Breathless survey

Frank Anstis

Science Fact. Edited by Professor Frank Anstis. Topaz Books £1.50. 905553 0 2.

This bumper book of over 500 closely packed pages, described on its back cover as "a plain spoken survey... by top experts", will leave many of its readers breathless and bedazzled.

What Mr Small really wants to do, as his extensive chapter makes clear, is to offer a free-range, free-market in which nobody would be left out. It is to revive a kind of amateurism.

Among this week's contributors: Frank Anstis is deputy head of the School, Dale Harold Silver is professor of history in the Centre for Education at Chelsea College, and Geoffrey Sumner is head of the Department of Space Sciences and the Lidlog, York University.

The book begins with a contribution on "Computers and Artificial Intelligence", and passes, by way of topics such as "Psychology and Mind Control", "Astrology and Space Sciences" and "The Lidlog", to its final chapter on "Food Reserve and Population".

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Gillette (much the same policy), Tom Corlett and John Treasure, respectively research director and chairman of J. Walter Thompson (persuasive advocacy, integral to our economy, effective as a sales medium). Frank Whitehead of Sheffield University takes a line similar to that of Richard Hoggart (not included here, but rebutted by Tom Corlett), that advertising is both wasteful, culturally damaging and potentially degrading to those who work in it.

In a compilation dominated by advertising people the contribution from Raymond Williams, "Crisis in Communication", stands out like a good deed in a naughty world. It is a critique, originally heard in The Listener, about the threat to communication by advertising (there has been a recent example of a large advertiser withdrawing several hundreds of pounds of advertisements from a daily paper and its evening companion in reprisal for a critical news item).

The role of advertising in society was variously described by Maurice Zinkin of Unilever (honesty is the best policy), Alastair Sedgwick of

East ends

Peter MacKarell

Coronation Cups and Jam Jars. By Ron Barnes. Centreprise £4.00. 903738 27 9.

Journeys into the East End of London can still be an adventure, for despite the horrific reality of the post some areas retain a certain glamour. Every time I slow down for the traffic lights at the Blind Beggar I look respectfully and hopefully towards Sidney Street in case there are a couple of anarchists or even Peter the Painter himself slipping away from some ghostly meeting at the Jubilee Street Institute and wanting a lift.

This is very much a stranger's view, but here is a book about three generations of Bethnal Green life by Ron Barnes who is very much a local man. His book has been published with the help of an Arts Council Grant by the Centreprise Trust from whom copies may be obtained by readers outside London.

The subtext of the work is family reminiscence; Ron Barnes has a sharp eye for detail and can be genuinely moving. The struggles of finding and keeping a job are well told too, with all the details of the dodges used for staying afloat. Right-ward specialisation is well exemplified by fiddling the firms by debt work with a sharp-eyed matchbook which was used to push a slightly rotted betting slip (after the results were known) through the seam of his collectors bag.

It is not only unwise but dangerous to dabble in all but the simplest herbal teas without a great deal of knowledge, and the publishers point out that this is primarily a reference book, and that the advice of a qualified herbalist or biochemist is essential before picking and using plants. There is much pleasure in names like Naked Lady, Baldmoney, May Blob and Blue Butcher, and we are told their French and German translations.

The guide, instead of being arranged alphabetically or by botanical families, is divided into those plants containing, among others, alkaloids, cyanogenic glycosides and saponins and, although authoritative, is not for the lay reader.

It is a lively and deeply folk book. I was just sorry that Gen Gillis's signposts somehow got labelled middle class.

Idolatry of the artist

Stephen Corrin

Art and Knowledge. By Joseph Chial. Black Books. £5.25. 236 400177.

Can the relatively accidental impact of pigment on canvas or the mark of the chisel on raw marble really be said to be in control of all the profound, mysterious, which Dr Chial attributes to them? Walter Peter went back about the Mona Lisa and she feels that Dr Chial's ecstatic idolatry of the artist in general tends in the same direction.

He is a great paddler of those moot arcane of mystical abstrac-

tions, immensities and transcendence, and he is very fond of terms like "circumstances", "individuality" and "essentials". His main thesis—that knowledge about a work of art is only secondary to the aesthetic appreciation of it—amounts to a nullification of the entire book and would, if taken to the end of all chains of the artistic, leave the artist in a state of general indifference.

He makes a very celebrated business. "Baudouin's culture is his masterpiece, his absolute and his genius." If he had to write a book it had to be "The Birth of the

the truth of his creativity." And he talks with an abundance of hindsight about what Derrida, Wilensky and Yeats would (not might, mark you) have been told they lived, their lives otherwise.

Yet when Dr Chial sticks to straightforward art criticism he can be very rewarding indeed. Again and again he displays a dazzling ability to communicate vast amounts of art and literary history to the general reader, as for example, in his penetrating account of the intersection of Hellenic with Eastern thought.

Above all, this book is worth acquiring for its powerful concluding chapter on the state of contemporary art.

Clerical life

Scenes of Clerical Life. By George Eliot. Everyman's Library/Dent £2.95 450 01468 4 £1.00 450 00468 9.

It was in 1910 that Scenes from Clerical Life first appeared in the Everyman's Library. This re-issue retains the brief introduction which Grace Rhys prepared for that volume; and in which she patiently attempted to reconcile the readers of her generation to her author's "philosophical Latinity". She suggested that they must make allowances for the changes of fashion in writing, for as she explained, "the more sophisticated was become the simpler grows our language"—an interesting debating point.

The truth is that today's readers are more likely to grow tired of the dialect passages (mercifully fairly infrequent) than of the Latinate language. These three stories, Amos Barton, Mr Gilfil's Love Story, and Janet's Repentance, are certainly worth perusing with their own ends, and because they were the first pieces of fiction that George Eliot published. They contain many of the seeds of the later novels. Beads that literary value they give an authentic picture of the kind of English country life which has now completely vanished, and which even Grace Rhys observed to be "rapidly passing away."

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Glucotrapaes linoside

Glucotrapaes linoside

If you love words

you love VERBATIM alternative medicine, and botanical medicine in particular, is enjoying a renaissance. A fascinating book about all aspects of the subject might have been wished for a little more of the history and legend associated with herbs as well information about their commercial growth today. This book is full of facts—particularly in herbs such as hydroxycoumarins, flavonoids, and anthraquinones and glucotrapaes linoside roll happily off your tongue or into your ears.

Glucotrapaes linoside

Glucotrapaes linoside



The Bible

A PICTORIAL HISTORY. Text by Claus Westermann. Photography by Eric Lessing.

A critical history of the Old Testament. Its narrative, theology, and cultural background are shown in a series of 100 photographs showing the people and places of the Holy Land, and many fine examples of biblical art.

Sources and Methods in Geography Series editors: M. A. Morgen and D. J. Briggs

SOILS D. J. Briggs This book forms an introduction to the methods of studying soils both in the field and in the laboratory or classroom. It stresses the need to use careful, controlled scientific methods but simplifies and modifies standard techniques for use by the student. 1977 - 192 pages - £1.95 non net

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Salas Administration Dept., BUTTERWORTH & CO. (PUBLISHERS) LTD., Borough Green, Sevenoaks, Kent TN15 8PH

Coronation Cups and Jam Jars. By Ron Barnes. Centreprise £4.00. 903738 27 9.

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A new series of nine magazines for adolescents with reading ages between 7.5 and 8.5. Written by practising teachers who are experts in the field of remedial reading, NOW will motivate reluctant readers. Each issue of NOW has: short, up-to-date articles of interest to teenagers; lively photos and drawings; comic-strips; simple exercises, games and puzzles; teacher's notes and a 2-page quiz-sheet.

The first three issues will be published this September, followed by three in January 1978 and three in April 1978. Price: Series of 9 issues £0.90. Size: A4, 8 pages, 2 colours. Multiple copies of one issue £0.10 each.

Write now for a FREE copy of the first issue to: Mary Glasgow Publications Ltd, Brpckhampton Lane, Kinston, Warwick CV36 0JB.

There will be a special feature on books in sociology, economics and environmental studies in The Times Educational Supplement on September 23.

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24 Resources

Essex in the wars

by Ian Patterson

Essex And The French Wars 1793-1815. Compiled by R. G. Wood. SEAX series of teaching portfolios No 9. Essex Record Office Publications, County Hall, Chelmsford. £1.50 plus 65p postage.

From 1793 to 1815 Essex was at war with France. So was the rest of England of course, but not in the same way. Recruitment to the army and the domestic problems associated with it, or the pressing and its quasi-legal barbarity were familiar facts of life in many parts of the country. Essex had an additional complication. Without the steep cliffs of Kent, and with its easy reach of London, the Essex coast looked the likeliest place for a French invasion.

Army camps were set up from Weymouth to Saffron Walden, and the officers made their presence felt among the local inhabitants. They were there to carry out plans the details of which were the responsibility of the Lieutenant of the County; and to carry them out, perhaps in cooperation with the enthusiastic but doggedly civilian men of the county volunteers. So there was a complicated system of administration (which provides an interesting social history of its own).

The first strategy against invasion involved evacuation and a scorched earth policy of destroying anything that might be helpful to the invading armies. In 1798 a list was drawn up of all the waggon in the county, so they could be called upon to move troops in an emergency. A questionnaire was sent out to all millers and bakers in an attempt to establish whether a defending army could be fed and with it was sent a leaflet giving advice on how to increase the quantity of bread they baked.

After 1803 the policy changed. Instead of evacuation, everybody

and everything was to remain in place. For the use of Mrs. M. J. Farries who would be ordered to advance to that part of the coast at which the enemy may make good its intention a landing, and an appeal was made to responsible citizens to enrol as special constables. Under invasion conditions the threat was felt to be as much from the few mad profligate rabble as from the French.

These documents, maps, prints and pictures from the Essex Record Office tell the story of those 22 years. The emphasis is on the joyous moments, though we do catch glimpses of the way daily life was affected for ordinary people and on the military effects of the war. The forty reproductions (each with a full explanation on the reverse) cover attitudes to the war, the forces including the militia and the volunteers, defence precautions, and beacons and fortifications.

The presentation is excellent. There is a very helpful introductory booklet, with a bibliography (which leans too heavily on military history at the expense of social aspects) and a very sensible section headed "Suggestions for Use".

Two equally important benefits come from the use of archive and record materials in schools: the nature of historical enquiry and judgment is clarified and the subject matter means more for being local so the process of discovery covering the area you live in takes on a deeper interest and significance.

Schools and colleges in Essex who use this portfolio have the additional advantage of the Essex Record Office schools archive service, which makes transcripts and facilities available to them free. The part county record offices are now taking in history teaching is making a valuable contribution to the use of archive materials, and teachers should make sure they are in touch with them.

A series of Caribbean resources workshops is to be held at Spencer Park Teachers' Centre on Thursday, September 15, and thereafter on Tuesday, September 27 and October 4, 11 and 18 at 4.45 pm. The introductory meeting will examine resource materials on the Caribbean and discuss various

approaches to learning and teaching on developing resource parks. The workshops will be held in the classroom. The project is jointly sponsored by Oxford Education Department and Spencer Park Teachers' Centre. Oxford Education Department, 14 Brydon Road, Stockwell, London, SW9.

Plant a tree for Jubilee

Schools that have not yet made a contribution to the Jubilee celebrations could hold a tree planting ceremony this Autumn. The young trees would help to replace those that are diseased or were killed by last year's drought; they would also improve the bare landscapes that surround many new school buildings.

Plaques with the inscription: "Planted to Commemorate the Silver Jubilee of H.M. Queen Elizabeth II" have been made especially for these ceremonies. They are decorated with the official Jubilee emblem, made of aluminium with a dull silver finish, and they are weatherproofed. Space has been left underneath the inscription for engraving the name of the donor. Each plaque measures five inches by three inches and is attached to a metal spike to make planting easier. Plaques can be ordered from Jubilee Plaques, 6 Justice Walk, London, S.W.3, or from major nurseries and garden centres, price £3, including postage and packing.

Castle games

A museum mainly for children has been created in Hoggs Castle, Glasgow. The intention is to show how life has changed during the 400 years since the castle was built through displays, reconstructed rooms and gardens. Among these are a sixteenth century kitchen, complete with condiments and spits, a Victorian nursery, and an exhibition showing the life style of one of the seventeenth century inhabitants.

An eighteenth century cottage beside the castle has been equipped as an activity centre, where visitors can try their hands at spinning, weaving, making medicines, candles and so on. The grounds include a knot garden, herb and vegetable plots and an orchard as well as open areas for playing games such as leapfrog or with toys such as hoops and tops.

Inquiries by telephone to Olivia Fisher on 041-427 2725, or in writing to Hoggs Castle, 100 St Andrew's Drive, Glasgow C41.

London sights and sounds

London: the making of a city. Thames Television Ltd, 316-318 Euston Road, London NW1. Pack £4.47, booklet 40p.

Thames Television have produced this kit to supplement the six programmes of the same name which are due to be transmitted again next summer. It's kit can be used none as a syllabus considerations preclude the extra help of television.

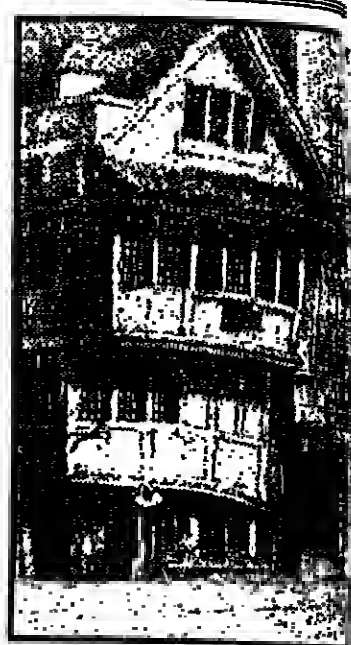
The producers of most of the book, Suzanna Plover and Elizabeth Nowbury are both on the staff of the Museum of London, and their institution's careful presentation of its contents is reflected in the high standard of almost all the components of the kit. These are a 68 page booklet; six sets of six slides with notes, and a cassette tape with a commentary for the slides on one side and "Voices from London's past on the other."

The kit is designed to send students and staff out on to the streets using the existing city fabric as a resource. The teacher is not left with the sort of vague directives often found in such compilations. "Is there any Georgian architecture near where you live?" which so often leads to faintly glowing responses.

The book contains mainly six detailed walks with maps and enough detail to satisfy the most on-guardian. It is well laid out, and presented so that any amount of it can be used, as needed. The walks do not stray far from the area around London Wall: the wall itself, and the trading and religious substance of medieval London.

As one might expect, the walks are westwards to legal London for the Tudor and early Stuart walk, but back again for Wren's achievement in the walk for London after the Fire. Georgian London takes us from St. Martin's Lane to Lancaster House by way of St. James's Square.

The last Victorian London, takes us through bourgeois Kensington from the Albert Memorial to Highgrove Square. The slides prepare or revise by giving background information in the walks. The commentary is pleasantly narrated and is,



From "Medieval London".

for once, a commentary on the pictures rather than a discursive narrative hung on them like pegs.

The only section of the kit about which I have reservations is the second half of the cassette. Some of the London voices are fictional, and they fail to match up to its genuine ones. "Joy is used a great advantage in dealing with the plague and the tape provides genuine frisson with careful picking of 'King-a-ling-a-roses' in the same sequence. The urbanity of Wren's Master of Works are quite good as fiction, but the Roman soldiers will begin the tape and stop."

In the later sequence there is a surprising absence of criticism. We hear virtually nothing of those who saw London as a paragon of urbanization who was to mean a disliked when they saw. There are neither sanitary reformers, nor unsavoury journalists.

The kit is not solely of use to teachers, although it is designed for the teacher in the first instance. It could help teachers to plan a daytrip in London with a walk of real value and without any serious deviation in the Victorian walk is whether your party is small enough to take into Herod's great hall without causing a disturbance. Deborah Thomas

Classified Advertisements

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Nursery Education

Headships

BERKSHIRE GLAUCIER NURSERY SCHOOL (Incorporated in England) (Registration No. 1012) For January 1978, fully qualified headships are invited for the post of HEAD TEACHER of the Infant School, and of the Junior School. The school is situated in a pleasant residential area and offers a wide range of facilities. Salary and conditions of service as per current regulations. Applications should be sent to the Headmaster, Gloucester Nursery School, 1012 Gloucester Road, Reading, RG2 2JL. Closing date: 20th September, 1977.

Beechwood Road Nursery Centre 188 Beechwood Road B18 4QZ A teaching post (Scale 2 to a suitable appoint) Is offered at this Centre which is a joint project run by Social Services and the Education Department. The Head Teacher of Benson Nursery School is jointly in charge with the officer in charge of the Centre, who works on the premises. A teacher with nursery experience is required, who is interested in a situation where children are given care for a longer day with the added stimulus of two teachers during school hours. The post is for January 1978, or an earlier date if the candidate is free. Applications and portfolios from Mrs. M. I. Hunt, Head Teacher, Benson Nursery School, Berry Street, Birmingham B18 5TD, telephone 021-654 4287. There is a scheme for assistance with removal expenses.

NEWHAM LONDON HOUSING NURSERY SCHOOL (Incorporated in England) (Registration No. 1012) For January 1978, fully qualified headships are invited for the post of HEAD TEACHER of the Infant School, and of the Junior School. The school is situated in a pleasant residential area and offers a wide range of facilities. Salary and conditions of service as per current regulations. Applications should be sent to the Headmaster, Newham Nursery School, 1012 Newham Road, London E.6. Closing date: 20th September, 1977.

Other Appointments AVON COUNTY COUNCIL (Incorporated in England) (Registration No. 1012) For January 1978, fully qualified headships are invited for the post of HEAD TEACHER of the Infant School, and of the Junior School. The school is situated in a pleasant residential area and offers a wide range of facilities. Salary and conditions of service as per current regulations. Applications should be sent to the Headmaster, Avon County Council, 1012 Avon Road, London E.6. Closing date: 20th September, 1977.

Primary Education AVON COUNTY COUNCIL (Incorporated in England) (Registration No. 1012) For January 1978, fully qualified headships are invited for the post of HEAD TEACHER of the Infant School, and of the Junior School. The school is situated in a pleasant residential area and offers a wide range of facilities. Salary and conditions of service as per current regulations. Applications should be sent to the Headmaster, Avon County Council, 1012 Avon Road, London E.6. Closing date: 20th September, 1977.

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HOHNER CLASS NO. 9509 RECORDER. The unbreakable breakthrough from Hohner. Special introductory pack. £12. For a pack of 12 decant recorders. Normally £1.25 each. See your local dealer for details or post the coupon today for explanatory leaflet. \* MONEY BACK GUARANTEE \* One piece unbreakable plastic \* Constantly true tone \* Impeccable pitch even in higher registers \* Thumb grip encourages correct fingering \* Holes always correctly aligned \* In ivory or ebony brown, complete with bag, cleaning mop and fingering chart. To HOHNER LTD, 39-45 Coldharbour Lane, London SE5 9NR. Tel: 01-733 4411. Please send me explanatory leaflet on the CLASS 9509 recorder with full details of the special introductory offer. Name: Address:



A new idea from Baby Bio. To raise plants from cuttings you root upon the alita, you pin the cuttings and water the control hole. Fourteen plants can be cultivated in this way. Details from: Pan Britannica Industries Ltd, Britannica House, Waltham Cross, Herts.

The worst crime One of Henry VIII's worst crimes, in the opinion of many people, was the execution of Thomas More. More was perhaps a prime example of Renaissance man: scholar, statesman and philosopher, who left the office of Lord Chancellor for the sake of his religious principles. An exhibition to celebrate the quincentenary of More's birth opens at the National Portrait Gallery on November 25 and runs until March 12, 1978. Loans will include Holbein drawings of Thomas More with his family; the illuminated manuscript made by Peter Machin for Henry VIII and Catherine of Aragon, and a copy of More's prayer book, with his annotations. Information from the National Portrait Gallery, London WC2, telephone: 01-930 8511.

BP's latest "Challenge to Youth" is to build a motorbike and design a set of clothes to wear when riding it. The bikes will be not more than 150cc, it must have two seats and conform to legal requirements for use on the road. The clothes must be smart, weatherproof, warm and practical for a 50-mile motor cycle journey. Prizes include a moped for school use, several training motorcycles, and cash. Further information from Mrs E. Mansel, BP Oil Ltd, BP House, Victoria Street, London SW1E 5NJ.

Representative choice?

Regional Geography of the USA by Alan Hampton. The South East, The South West, The Pacific Coastlands. Single frame, £3.50, double frame £3.50. Educational Productions Limited, 40, Broadford Road, East Ansley, Wokfield, West Yorkshire.

These filmstrips are up in the high standard one has come to expect from Educational Productions and do the full justice the double frame versions are recommended. The author has used his own photographs obtained on recent visits to the United States, and presents a wide cross-section of visuals which attempt to give an overall picture of the wealth and variety of the structure, climate, scenery and men's development of the most varied of nations. As with RP's resource packs on Canada, reviewed earlier this year, these on the United States can be used at different levels.

As a straightforward slide show without commentary they provide a memorable panorama. With judicious teachers' comments added, a geography lesson can be devised for any child in the first and middle school. The filmstrips used in conjunction with the mini-textbooks that accompany them form the basis of a good course in regional geography for the GCE and CSE student. In addition to the those reviewed.

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ilea Inner London Education Authority. Mory Poterson Nursery School. Headship. Vacant now. Roll 55 part-time pupils. Burnham Group 1, salary £4,110 to £4,638, plus Burnham additions £312 out to £189, plus Inner London Allowance. Please send self-addressed foolscap envelope for application form and further particulars to the Education Officer, EO/TS10, County Hall, London SE1 7PB. Closing date for return of completed application forms 23 September, 1977.

Education Committee. The borough is within easy access of central London and bordered by Epping Forest. London addition to salary payable. Acacia Nursery School. Cecil Road, E.11. Required January, 1978. Head Teacher. Group 2 School. Roll 60 full-time. Salary from £4,812-£5,340 plus £297 London Allowance. Applications are invited from qualified experienced nursery teachers for the above post. The newly built nursery school is due to open in January 1978. Application forms and further details (enclose SAE) obtainable from and returnable to the Chief Education Officer, Municipal Offices, High Road, Leyton, London E15 5QJ. Closing date 22nd September, 1977. London Borough of Waltham Forest.







# EXTRA SPORT

## Time to break the bias

By Don Anthony

Any country achieving a great deal of success in sport, can point to a virile schools physical education and sports programme.

School physical education is the common factor in success for the United States and Russia, to Cuba and Japan, in Finland and Rumania. In the United Kingdom, most success we have in international sport has come from the effort of countless teachers of physical education throughout the land.

In countries where secondary education has yet to be established—most of the Third World of course—the practice of sport is known to only a tiny minority of people. There is, in the world, a bias in favour of the educated—where enjoyment of sport is concerned.

This bias—in fact, downright discrimination—exists in our own society. Young people entering a college or university can look forward to a working environment which provides for magnificent sporting opportunities. They find, in most cases, provision for a wide range of sports within the college campus. Often a swimming pool is included.

At a convenient distance he will find a fully equipped athletic track. There will be opportunities for regular sailing and climbing in the outdoor activities centre. In every case there will be a sports hall or gymnasium and showers. Instructors in most sports will be available free of charge.

Should they be so moved, they can become captains, chairmen, secretaries, players in a team in

a well ordered league. Transport will be subsidised. So will meals in a roundabout way and clothing. He will be able to receive visiting teams in a civilised manner.

His employers will encourage him to take advantage of these things, not only outside working hours, but also, where possible, within them. It is thought that the practice of sport will have a beneficial effect on his health—both physical and mental—and on his intellectual productivity. A small annual charge will be made but, for those receiving state grants, this will be inbuilt.

This traditional structure for organized recreation and sport in British higher education has long been the envy of the world, even in a tottering economy there have been no cries for cuts in the service. Indeed, even the employers and management take advantage of all that is offered.

Such opportunities improve the quality of living. They make the factory a desirable place to visit and stay in. The fact that such opportunities exist in the working place—does not mean that those who use them must not join sports groups outside the workplace. Many students have affiliations both within and without the university. Many indeed, do not take advantage of the facilities and they are a root made to.

I applaud both the philosophy behind the practice—and the practice itself. Sport enriches the life of millions of people. I ask merely—why is this only possible for "intellectuals"? Why not for bank clerks, bricklayers, shopworkers, factory and office employees? Why not, in fact, for the vast majority of people at work—and not at work? For the aged, the handicapped, the infant and mother? No, as a rather different and casual hobby—but as part of a deliberate policy of public health and happiness?

After all, what passes for real life, for most people, is a mockery, a game for those who play for long hours in a crowded suburb, for those whose day begins and ends on a crowded suburban railway, and is dominated by a working programme

which excludes physical activity. Man is a muscular animal. Physical activity is a natural part of daily living.

It is taken for granted that the industrial worker should labour in an environment which does not include sports facilities. Any sporting activity should be done outside the workplace, and certainly in the worker's spare time. A sports ground might often be provided for, but this is usually inaccessible, except at weekends, and suitable mainly for those who can obtain a place in a competitive team.

There seems, also, to be a growing sports membership of industrial workers—making participation even more difficult for the "normal" employee. This suggestion that factories and other commercial concerns should provide facilities, instruction, and a time budget for sports—in exactly the same way as colleges and universities—is considered an idiosyncrasy.

I envisage a working community in which everyone could begin the day with a swim or a jog, in which everyone could enjoy gymnastics; in which saunas and other sophisticated health hydro facilities would be provided; all this in working hours.

Trades unions have much to answer for—as have employers of course. Why is there no clerical club, why has there never been, for this service?

We are faced with massive social problems. The 16 to 19 age group; youth unemployment; the growing problems of urbanisation, industrialisation, pollution; Education searches for new ways of reaching people; life-long education; de-schooling; informal education.

In this search for innovative methods and structures for education—there is a real place for sport and physical education. We can create new job opportunities for physical education specialists—in the working community. And in so doing we can seasonally transform the working environment.

Going to work will be a true pleasure. What is more—production will go up, I bet.



Young gymnast at the Bath Sports and Leisure Centre. See page 31.

## ROBIN TRIMBY WINNING SOCCER TACTICS FOREWORD BY JIMMY HILL

A practical guide to effective tactical soccer, with the emphasis on attacking rather than defensive play. Written by an experienced coach of school teams, this book is illustrated with black and white photos and diagrams.

**£2.95**

## STARTING BADMINTON

Judy Hashman and C.M. Jones

This book provides a comprehensive course of instruction for beginners in badminton. Judy Hashman has been world champion ten times and C.M. Jones is an expert on performance and technique in sport. Fully illustrated with photographs and diagrams.

To be published in October. **£2.95**

**STARTING TENNIS**  
C.M. Jones and Angela Buxton **£3.95**

**STARTING SQUASH**  
Dick Hawkey **£2.50**

**WINNING SQUASH**  
Dick Hawkey **£2.95**

## Kick-off or kicked out?

Stanley Levenson on the uncertain future of boy footballers

The glory road to football fame remains a hard, difficult and immensely uncertain one for schoolboys who are not keen to leave their mark in the professional ranks.

Despite the "pioneering" of such late starters as Steve Heighway, Alan Gowling, Steve Coppell and Brian Red, all university products, the majority of new recruits are still those who leave school as soon as they can, often with the barest educational qualifications.

Those who had hoped that the academic and sporting success of Heighway and company would lead to an increased stature entry into professional football have been sorely disappointed.

Educational standards are rising. Educational standards are rising. Educational standards are rising. Educational standards are rising. Educational standards are rising.

to rectify the deal giving the players freedom to change their clubs.

It is two years since both sides agreed that the contract for the 15 to 18-year-olds.

Theoretically, when the new system comes about, it should lead to more youngsters on day release clauses as both PFA and League have agreed that clubs must make provision for reaching people; life-long education; de-schooling; informal education.

The PFA's Mr Kerry says that "what has still to be worked out is whether this is a real place for sport and physical education. We can create new job opportunities for physical education specialists—in the working community. And in so doing we can seasonally transform the working environment."

Going to work will be a true pleasure. What is more—production will go up, I bet.

**PRIMARY Headships continued**

**LINCOLNSHIRE**  
HULL CITY SCHOOL  
Headship available for 1978 for the January 1978. Full details on application form available from the Education Officer, Council Office, 2nd Floor, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

**LIVERPOOL**  
Applications are invited for the following posts required for the following year 1978 for the January 1978. Full details on application form available from the Education Officer, Council Office, 2nd Floor, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

**BUCKINGHAMSHIRE**  
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**HAMPSHIRE**  
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Application forms and further particulars are available from and returnable to J. E. Fordham, B.A., Chief Education Officer, Education Office, 265-269 High Road, Ilford, Essex IG1 1NN. Closing date 30th September, 1977.

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**WIGSTON WATERLEYS JUNIOR (GROUP 6)**  
Quilford Drive, Wigston Fields, Leicester LE18 1NG. Details from the Head (S.A.S. please) to whom applications (no letters) with full particulars and names and addresses of two referees should be sent NOT LATER THAN 20th September.

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continued from page 29

That is the establishment of an educational unit jointly financed by the PFA and the Football League. It has been agreed provisionally but is not yet settled and will take months to work out. Mr Kerry describes this as a "fantastic" step forward.

If it comes about it will end the paradoxical situation in football coaching, where the main work is done by the club, sometimes with the cooperation of the employing club.

The English Schools' Football Association is not directly involved. Their concern, says Clyn Evans, the general secretary, is relating football to education in schools and combating violations of the associated schoolboy scheme.

The days of the rapacious signing of schoolboys, through clandestine cash payments to their parents, are almost over, but not totally. There are still clubs which drive horse and cart through the regulations codified by the FA, the League and the ESPA.

Although there have been vast improvements all round there is still a minefield of uncertainty and heartbreaks for ambitious boy footballers. Much of this will be reflected in the booklet on careers in professional sport now being revised by the government career service, COIC.

But it is the work being done inside the industry that counts most - and much depends on the resolution of the conflict between players and clubs on the long-standing issue of freedom of contract.



Just practising in the park - but what will their chances be if it's a dream of taking the glory road in football fame.

## Be water safe

By Vera Bryant

Last Easter the press reported incidents in which three drowned off the coast of Great Britain. They were a woman teacher and a nine-year-old girl whose dinghy overturned off Skye, and a man whose dinghy capsized 300 yards off an Anglesey beach (his mule companion was treated for severe exposure).

These tragedies are typical of many such incidents which raise doubts about the skill of boat users, the seaworthiness of the boat, the suitability of the weather conditions and the ability of those involved to cope with an emergency.

In a publication from the Royal Society for the Prevention of Accidents, *Safety in Watersports*, some suggestions for leaders and instructors in Youth Groups or Clubs, it says, "Because a youth group has not been as unfortunate as to experience a drowning accident, its members should never be lulled into thinking it will never happen to them."

"Water activities do present problems concerning safety and it is therefore necessary to take all reasonable precautions to minimise the risk of accidents. This is good seamanship."

Man's endurance in water is limited, and therefore the better his water skills the greater his chance of survival. But the opening up of water resources has not always been accompanied by adequate safety provisions.

Those responsible for the promotion of water safety, a responsibility shared by a number of government departments and other official and voluntary bodies, have, especially over the last decade, put much of

considered, though there is a device to support it, that the diving rate is being made to place, but it is a known fact that the growth in the number of water sports continues while the drowning rate remains fairly constant.

For example, the National Swimming Association was not set up until 1911, but already about 12 schools, youth organisations and other educational establishments have joined, and it is estimated some 20,000 young people a year enter its auspices each year.

Yet still today there are non-swimmers or inefficient swimmers, and novice boat users, who take in the water ignorant of the available facilities or not interested in learning even the rudiments. The fact that these voluntary training schemes have to be attractive to parents and participants has not escaped the Royal Yachting Association, which runs six parallel training schemes, each leading to the award of a proficiency certificate. It says that the schemes have to be relevant, fun, and challenging, without being too difficult.

Training schemes in water skills with their attractive badge awards, medals and certificates, they provide incentives to those who prefer recreational swimming rather than racing. It is more difficult to tempt the 4ft and 5ft-year-olds, yet often it is in middle-age that some people have their first bout.

Some purchase before they have tested whether it is a sport suited to them. Should more be done to publicise training schemes? Can adult education centres, outdoor local council swimming baths, local clubs, cope? The National Water Safety Committee is confident that they can.

This year the National Water Safety Committee via the services of its member bodies, including RoSPA, has been promoting a "You are never too old to learn to swim" Campaign. At the same time this campaign introduced the "Be Water Safe" sign, to be used by councils, clubs and schools, to identify places offering training or information in water activities.

So far, some 50 local councils are using the sign and many more clubs. Thousands of copies of a "Water Skills National Address List" have been distributed. With more widespread knowledge of these addresses, few should be ignorant of their opportunities to learn to swim, lifesave, water polo (sail or power), canoe, row, skin-diver, or water ski.

If a much more concentrated and coordinated effort by all concerned fails to convince people before they take to the water that the ability to swim, life save, and to perform their chosen sport skillfully using the correct equipment and their commonsense, then the authorities may be forced to introduce unpopular measures. Certainly, some local authorities and individuals would welcome a compulsory boat test.

Some facts and figures on drowning accidents in this country make sober reading. Even so, it is con-

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## Course for careers

Paddy Hands on a new sports studies diploma

A new opportunity for those with sporting talents is to be offered nationally by Avery Hill College. The college, in its new role as a free-standing institution, is in the process of developing a range of diversified courses including several Diplomas of Higher Education.

The Diploma of Higher Education in Sports Studies is one of these. The course which has been subjected to several bureaucratic delays has been in the process of development since 1975 and is to be submitted for validation by the Council for National Academic Awards to take its first students in 1978.

The development of the course is based on the belief that there is a whole range of career structures developing concerned with sport for which there seems to be little or no specific preparation. This was a view which was strongly supported by the college's investigation in leisure and sports centres.

There is a need for an initial training which enables those with talent and interest in sport to develop and acquire understanding of the very important role sport plays in social life.

The Diploma of Higher Education seems the most appropriate level at which to gear the course. It offers a rigorous two-year qualification; it allows the diploma to have work experience before making decisions on further study or qualification; it also leaves the door open so that students can go on to a degree after the diploma or at a later date.

In the sports studies programme participation is essential. Aquatics, athletics, games, judo, and trampolining are some of the major components of the programme. The

students are offered a broad experience of sports before choosing to specialise. At this level they are concerned with high performance and preparation for taking the appropriate coaching awards.

The scientific basis of sports activity and skilled behaviour provide the background to the practical work done in the first year. The introduction of the basic skills of sports organization, administration and communication includes practical work and experience of a variety of sports organizations. Students gain depth of understanding of the special needs of a chosen group—the 3 to 18-year-olds, the disabled, the aging adult, the athlete.

The college's geographical location makes for easy access to sports bodies in Central London and to sports centres in the inner urban boroughs. Crystal Palace is close and this will be especially advantageous for students of international calibre.

Throughout the two years students study the psychological and social sciences. Appreciating sport in contemporary life is essential to all who work and play in sport. It is these areas of study which seek to explain individual experience and social organization and behaviour in sport.

There has been a great deal of talk about the development of opportunities in higher education for young people whose major interest and talent lie in sport. In the past most opportunities rested in teacher training. With these opportunities diminished, few alternatives have taken their place.

The closure of colleges of education does not seem to have benefited the development of centres of excellence as was once anticipated. Imaginative suggestions seem to have been strangled at birth by red tape or stifled by committees who lack the courage to disturb the status quo in sport and physical education.

I consider the new course at Avery Hill offers an exciting opportunity in higher education to combine sport and study.

Paddy V. Finlay is a senior lecturer at Avery Hill College.

## Off-peak packages

Gillian Thomas describes how one sports and leisure centre is encouraging new clients

Sports "packages" are being offered to Wiltshire secondary schools at the Burt Sports and Leisure Centre. The idea is not only to give them an opportunity to try out several different sports at favourable rates, but also to make the best use of the centre. It was opened in 1975 at a cost of £1m.

About half of the county's secondary schools now use it, which over the last school year included four comprehensive, a girls' public school and two technical colleges (to Clippenham and Trowbridge). In the summer term attendance drops off because of exams and because the schools make fuller use of their own outdoor facilities.

"The variety of sports we can offer is the main attraction and also the children obviously enjoy the freedom of being able to move from one to another," says Morton Evans, manager of the centre. He started the schools' package in January, 1976. A former Loughborough trained physical education teacher, he has also been a national pole-vault coach and Welsh rugby international.

"As well as providing facilities which no single school could offer, the package at the centre used at off-peak times and fosters future clients, which is an important consideration too."

Through the "package", the schools use the centre at about 50 per cent of the normal cost. For example, for 30p a pupil with a minimum of 20, two badminton courts, one squash court and two table-tennis tables are made available for a two-hour session, as well as other sports like trampolining, weight-lifting and swimming (and this can continue after the end of the session).

"And they will," he says. "I think there is a lot to be said for introducing children to formal games much earlier and breaking the 'beon bag' tradition in junior schools. I have been particularly gratified during the holidays to see many very young children at our Saturday Club when we take up to 70 children for a one-and-a-half hour session at 20p."

"We have even been getting six-year-olds trying to play badminton—and loving it."

To keep costs down, some schools choose to go for a shorter period or do fewer sports. They also have to provide a minimum of one teacher a class, while the centre itself has a supervisor and two attendants on duty for the dry facilities, in addition to others at the pool (though this cannot be used for teaching).

This staffing is adequate at most times, although of course coffee-breaks and so on sometimes mean that staff are available.

In fact the staffing is seen as a major drawback to the scheme by Hayesfield School, a girls' comprehensive of 1,200 which has been taking about 40 sixth-formers and 60 fifth-formers for hourly sessions. Parking is another of their worries, notably because the only car park is not run by the centre and has to be paid for at normal rates. The children walk, which takes about a quarter of an hour and presents time-taking difficulties.

Mr Evans is only too well aware of these difficulties, so remembering his own school teaching days he tries to be as flexible as possible. "Inevitably overcrowds tend to be the most popular times, but obviously we cannot have every body at once. In fact a double physical education period during the second half of the morning has many advantages. It enables children to prepare for it during break-time and they do not have to rush away so quickly afterwards."

At present, schools are principally taking fifth and sixth-formers to the centre in order to offer additional facilities to reluctant sports players. Also being able to leave school premises tends to be regarded as a privilege.

In many cases it has had a marked effect on more difficult children who tend to respond enthusiastically to activities at the

centre, often in contrast to an apathetic attitude at school.

Many children also use the centre after school and in the holidays, though prices are inevitably a barrier for some. Who pays for school-time sessions varies. Sometimes it is the school itself, but often the children—or their parents—are asked to contribute. In most cases they seem happy to do so.

The cost of hiring the coach in the case of Somersley School, a mixed comprehensive of 1,020 which is a half-hour journey away at Midsoner Norton, is born by the PE department.

"We take 50 fifth-formers, both boys and girls, in the spring term as a way of introducing them to the recreational facilities in the area," explains Collin Greenhalgh, who is head of PE and recreation.

"By that age they are becoming more sophisticated and enjoy the outing from the social point of view as well as the sport. They can still take part in team games and matches after school."

At present the "packages" are confined to secondary schools, but during the coming term Mr Evans plans to visit all the junior schools in the area to show slides of the centre and talk about it. In addition, each will be offered a free one-and-a-half hour session, to see how they like it.

"And they will," he says. "I think there is a lot to be said for introducing children to formal games much earlier and breaking the 'beon bag' tradition in junior schools. I have been particularly gratified during the holidays to see many very young children at our Saturday Club when we take up to 70 children for a one-and-a-half hour session at 20p."

"We have even been getting six-year-olds trying to play badminton—and loving it."

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Catalogue.

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Elementary rock climbing techniques: the instructor looks on.

A recreational experience

Tony Heath on the Sports Council's national centre at Plas y Brenin

More than 200 courses, all but a handful lasting a week or longer, are organized every year at Plas y Brenin, the Sports Council's national centre for mountain activities.

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CLEMENCE on goalkeeping

RAY CLEMENCE with JOHN KEITH

The Liverpool and England goalkeeper talks about his career, the people who have influenced it, his choice of six best goalkeepers, his own most memorable save and the skills needed to reach the top.

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PRIMARY Headships CONTINUED FROM PAGE 28

KIRKLEES METROPOLITAN COUNCIL
Primary Headships
Applications are invited from suitably qualified teachers for the following posts...

SUFFOLK COUNTY COUNCIL
Primary Headships
Applications are invited from suitably qualified teachers for the following posts...

SURREY COUNTY COUNCIL
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Heads of Department

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LEICESTERSHIRE

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PRIMARY Scale 2 Posts continued

Remedial Posts
SUFFOLK
COUNTY EDUCATION OFFICE
Suffolk County Council, Ipswich

EAST SUSSEX
SOUTH-DOWN COUNTY JUNIOR
Newington

Scale 1 Posts
CAMBRIDGESHIRE
CAMBRIDGE EDUCATION OFFICE

DORSET
CHARNWOOD COUNTY PRIMARY
SCHOOL

DORSET
COUNTY COUNCIL
SOUTH-DOWN COUNTY JUNIOR
SCHOOL

Nottinghamshire
County Council
Education Department
SOUTH WELLS C.P. SCHOOL

Nottinghamshire
County Council
Education Department
CANNINGHOPE C.P. SCHOOL

SUFFOLK COUNTY COUNCIL
Bacton County
Middle School

Head Teacher
(Group 6)
Application for January 1978

Middle School
Education
Headships
BERKSHIRE COUNTY
MIDDLE SCHOOL

EAST SUSSEX
COUNTY COUNCIL
EDUCATION DEPARTMENT

HAMPSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

MEWDAW DIVISION
COUNTY COUNCIL
EDUCATION DEPARTMENT

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT

WEST SUSSEX
COUNTY COUNCIL
EDUCATION DEPARTMENT

Scale 1 Posts
DORSET
HAMWORTHY MIDDLE SCHOOL

Pastoral
Heads of Department
BEDFORDSHIRE
EDUCATION OFFICE

Other than by Subject
Classification
Other Posts on
Scale 2 and above

By Subject
Classification
English
Other Posts on
Scale 2 and above

Mathematics
Other Posts on
Scale 2 and above

Modern Languages
Other Posts on
Scale 2 and above

Other Posts on
Scale 2 and above

BRADFORD (City of)
COUNTY COUNCIL
EDUCATION DEPARTMENT

HARROW
EDUCATION COMMITTEE
Applications are invited for the post of HEAD of the first and second schools

Trinity School, Corliss
Appointment of
Head, Group 12
Applications are invited from suitably qualified and experienced candidates

Secondary Education
Headships
BERKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

DELFEST
STANTONHAM SCHOOL
Principal

DERBYSHIRE
EDUCATION COMMITTEE
Applications are invited for the post of HEAD of the first and second schools

Leicestershire
GROUP 8
HEADSHIP
COALVILLE, CASTLE ROCK
HIGH SCHOOL

County of Cleveland
SECONDARY SCHOOL
HEAD TEACHER
ORMESBY SCHOOL (Group 10) (Roll 838)

WARWICKSHIRE
EDUCATION DEPARTMENT
Applications are invited for the post of HEAD of the first and second schools

SECONDARY
Headships
WARWICKSHIRE
EDUCATION DEPARTMENT

WIRRAL
EDUCATION DEPARTMENT
Applications are invited for the post of HEAD of the first and second schools

Deputy Headships
Senior Masters/
Mistresses
BERKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT

HUMBERSIDE
EDUCATION COMMITTEE
Applications are invited for the post of Deputy Head of the first and second schools

DERBYSHIRE
EDUCATION COMMITTEE
Applications are invited for the post of Deputy Head of the first and second schools

ESSEX
THE ROSWELLS SCHOOL
Applications are invited for the post of Deputy Head of the first and second schools

KNOWSLEY
EDUCATION DEPARTMENT
Applications are invited for the post of Deputy Head of the first and second schools

LEICESTERSHIRE
THE CITY OF LEICESTER
EDUCATION DEPARTMENT
Applications are invited for the post of Deputy Head of the first and second schools

Castle Vals School
Farnborough Road, Birmingham B35 7NL
Group 12
Applications are invited from suitably qualified teachers for the post of

Head Teacher
of the above school, to commence duty in January, 1978.

BIRMINGHAM
CITY COUNCIL
Trinity House School,
Headship

The headship of this school becomes vacant in January, 1978. Present roll, 1,150. Surnham Group 11, salary £7,944-£8,568, plus £189 Burnham addition, plus £402 Inner London Allowance, plus £201/276 Special Priority Allowance.

KENT
County Council
Education Department
MASCALLS SCHOOL, PADDOCK WOOD
GROUP 11

HEAD TEACHER
of Mascalls School which will be recognized as an 11 to 18 all-ability school in September 1978. At present the school has a roll of 850 pupils and is being enlarged to accommodate eight forms of entry (11 to 16 years) with a growing sixth form.

DORSET
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEYMOUTH GRAMMAR SCHOOL
(GROUP 12)

HEADTEACHER
For this coeducational School built about 10 years ago. Assistance with removal and incidental expenses. For application form (to be returned by 28th September) and further details, send stamped addressed envelope to Steffing Officer, Education Dept., County Hall, Dorchester, Dorset DT1 1XJ.







SECONDARY Art and Design continued

Scale 1 Posts

HAMPSHIRE HAMPSHIRE SCHOOL, Hants. Road, Havant, Hants. RG21 2AA. Telephone: Havant 339211. Applications for January 1978...

Domestic Subjects

Heads of Department

ESSEX URAYS GROVE SCHOOL, Essex Road, Harlow, Essex. Telephone: Harlow 339211. Applications for January 1978...

Other Posts on Scale 2 and above

NOTTINGHAMSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers for the following posts: HALLGROVE SECONDARY SCHOOL, Nottingham...

Scale 1 Posts

DERBYSHIRE CLOWNE SCHOOL, Clowne, Derby. Telephone: Clowne 339211. Applications for January 1978...

LIVERPOOL HEAD OF DEPARTMENT

ST. THOMAS'S CATHOLIC SECONDARY SCHOOL, Liverpool. Applications for January 1978...

ESSEX THE APPLETON SCHOOL, Croft Road, Harlow, Essex. Telephone: Harlow 339211. Applications for January 1978...

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MELLOW LANE SCHOOL, Hewens Road, Heysa End, Heysa, Middlesex, UGA 8P. (Number on roll 1,021-125 in 6th year) Head Teacher—G D Wallera JP BSc. HEAD OF MATHEMATICS (SCALE 4) Required for January, 1978. To lead an established stable team of 12 teachers...

ESSEX THE APPLETON SCHOOL, Croft Road, Harlow, Essex. Telephone: Harlow 339211. Applications for January 1978...

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NOTTINGHAMSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT. Applications are invited from suitably qualified teachers for the following posts: HALLGROVE SECONDARY SCHOOL, Nottingham...

CONSORTIUM MATHEMATICIANS (Scale 3 or 4 Burnham) required as soon as possible, to organise the work in schools which may be temporarily without Heads of Mathematics Departments (if appropriate, by introducing the locally produced structured Mathematics Scheme (a guide less experience diachers), and to do some teaching. Well experienced persons are sought, as they will be concerned with the development of the subject within Consortia. Interested applicants, who should be enthusiastic and have organising and coordinating ability, should write for application forms to: Chief Education Officer, Staffing Branch, Education Office, Margaret Street, Birmingham: B3 3BU, and should return them after completion to the same address. There is a scheme to re-assess with removal expense.

ESSEX THE APPLETON SCHOOL, Croft Road, Harlow, Essex. Telephone: Harlow 339211. Applications for January 1978...

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Music SECONDARY continued

BRADFORD (City of) METROPOLITAN COUNCIL... EDUCATION SERVICE... EDUCATION OFFICER... Applications for 1978...

Scale 1 Posts

BRADFORD (City of) METROPOLITAN COUNCIL... EDUCATION SERVICE... Applications for 1978...

HERTFORDSHIRE COUNTY COUNCIL

HERTFORDSHIRE COUNTY COUNCIL... Applications for 1978...

DONCASTER EDUCATION COMMITTEE

DONCASTER EDUCATION COMMITTEE... Applications for 1978...

ESSEX

ESSEX... Applications for 1978...

HILLINGDON

HILLINGDON... Applications for 1978...

THE TIMES EDUCATIONAL SUPPLEMENT 9.9.77

THE TIMES EDUCATIONAL SUPPLEMENT 9.9.77... Applications for 1978...

HERTFORDSHIRE COUNTY COUNCIL

HERTFORDSHIRE COUNTY COUNCIL... Applications for 1978...

SHEFFIELD EDUCATION SERVICE

SHEFFIELD EDUCATION SERVICE... Applications for 1978...

CROYDON

CROYDON... Applications for 1978...

Metropolitan Borough of Rochdale EDUCATION DEPARTMENT SPECIAL EDUCATION Home Tutors, Scale 2 Applications are invited from suitably qualified and experienced teachers...

Educational Appointments

Required for January, 1978: Application forms obtainable from and returnable to the Education Officer, Huddersfield Road, Barnsley by 28 September (S.A.E. please).

OAKS SCHOOL, Cypress Road, Kendray, Barnsley. (11-18 Comprehensive) HEADTEACHER—Group 9

HEATHER GARTH J & I SCHOOL, Carrfield Lane, Gt. Osnear, Rotherham. Headteacher: Miss C. J. Dobbe DEPUTY HEADTEACHER—Group 5

GROVE STREET J & I SCHOOL, Grove Street, Barnsley. Headteacher: R. Thackeray DEPUTY HEADTEACHER—Group 4

Required for January, 1978: Application forms obtainable from and returnable to the Headteacher (S.A.E.) by 28 September.

WOMSWELL HIGH SCHOOL, Roebuck Street, Wombwell, Barnsley. (11-18 Comprehensive) Headteacher: F. Lane, MSc HEAD OF UPPER SCHOOL

ST. MICHAEL'S RC SCHOOL, Carlton Road, Barnsley. (11-18 Comprehensive) Headteacher: G. Rogerson, BA BSc HEAD OF ENGLISH

WOMSWELL HIGH SCHOOL, Roebuck Street, Wombwell, Barnsley. (11-18 Comprehensive) Headteacher: F. Lane, MSc HEAD OF UPPER SCHOOL

WALTHAM FOREST Education Committee... Applications for 1978...

WOLVERHAMPTON EDUCATION COMMITTEE... Applications for 1978...

WIDON Metropolitan Borough of Education... Applications for 1978...

Pastoral... Applications for 1978...

Heads of Department... Applications for 1978...

CAMBRIDGESHIRE... Applications for 1978...

Scale 1 Posts... Applications for 1978...

Physical Education... Applications for 1978...

Heads of Department... Applications for 1978...

Religious Education... Applications for 1978...

Heads of Department... Applications for 1978...

LIVERPOOL... Applications for 1978...

OXFORDSHIRE... Applications for 1978...

Other Posts on Scale 2 and above... Applications for 1978...

OXFORDSHIRE... Applications for 1978...

Scale 1 Posts... Applications for 1978...

Rural Studies... Applications for 1978...

Scale 1 Posts... Applications for 1978...

Science... Applications for 1978...

Heads of Department... Applications for 1978...

CLWYD... Applications for 1978...

COVENTRY (City of) Education Committee... Applications for 1978...

DEPUTY HEADSHIP... Applications for 1978...

POSTS OF RESPONSIBILITY... Applications for 1978...

NORTHUMBERLAND COUNTY COUNCIL... Applications for 1978...

Scale 1 Posts... Applications for 1978...

Scale 1 Posts... Applications for 1978...

Scale 1 Posts... Applications for 1978...

Scale 1 Posts... Applications for 1978...

Scale 1 Posts... Applications for 1978...

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Primary Schools... Applications for 1978...

Primary Schools... Applications for 1978...

Primary Schools... Applications for 1978...

Primary Schools... Applications for 1978...

Primary Schools... Applications for 1978...

Primary Schools... Applications for 1978...

Primary Schools... Applications for 1978...

Primary Schools... Applications for 1978...

Primary Schools... Applications for 1978...



FRINGE AREA LONDON ALLOWANCE £150 p.a. THROUGHOUT THE COUNTY. Applications for 1978...

DEPUTY HEADSHIP... Applications for 1978...

SCALE 1 POSTS... Applications for 1978...

POSTS OF RESPONSIBILITY... Applications for 1978...

SCALE 1 POSTS... Applications for 1978...

SCALE 1 POSTS... Applications for 1978...

DEPUTY TO THE HEAD FOR THE Day Centre for Males/Justified Pupils of middle and secondary school age...

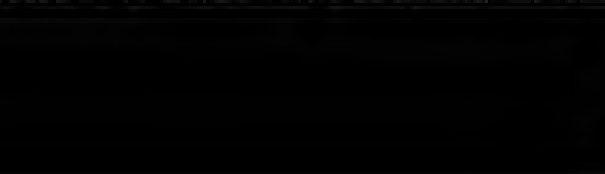
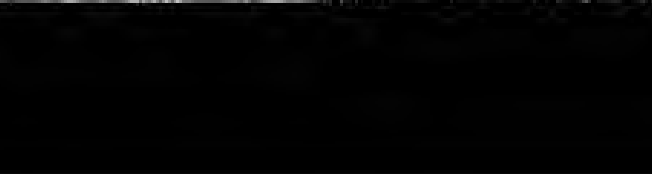
SCALE 1 POSTS... Applications for 1978...

SCALE 1 POSTS... Applications for 1978...

SCALE 1 POSTS... Applications for 1978...

SCALE 1 POSTS... Applications for 1978...

SCALE 1 POSTS... Applications for 1978...









SECONDARY Science continued

GLoucestershire GLOUCESTERSHIRE TECHNICAL SCHOOL

LIVERPOOL OFFER MANY OTHERS

SANDWELL 1400pupils through all

SHIEFFIELD 1100pupils through all

NORTH TYNESIDE PRESTON HIGH SCHOOL

SOUTHLANDS SCHOOL Seash Road, Tynemouth

PRESTON HIGH SCHOOL Preston North Road

WILLINGTON HIGH SCHOOL Churchhill Street

BALLIOL MIDDLE SCHOOL Chesters Avenue

STAFFORDSHIRE STAFFORDSHIRE COUNTY COUNCIL

Other Poets on Scale 2 and above

BRENT 1100pupils through all

WIRRAL 1100pupils through all

Technical Studies Needs of Department

RIChmond-upon-Thames 1100pupils through all

Scale 1 Posts

Other than by Subject Classification

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

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Other Poets on Scale 2 and above

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Scale 1 Posts

Secondary Vacancies for September 1977

The Authority would be pleased to receive applications from experienced teachers and those seeking first appointments...

Design and Technology Home Economics Mathematics Physics

Appointments will be made to a scale 1 post in the Authority's general teaching service...

County of Cleveland Secondary Schools

All Secondary Schools are mixed Comprehensive Schools.

11-16 SCHOOLS SCALE 4-MATHEMATICS

SACRED HEART RC SCHOOL (Roll 827), Darwent Road, Oadby, Cleveland, 1910 1ST (Tel: Oadby 7321)

SCALE 3-PHYSICAL EDUCATION

BARBLETON SCHOOL (Roll 811), Baycliffe Road, Thornaby, Cleveland, 1917 2ND (Tel: Easington 8121)

SCALE 2-GIRLS' PHYSICAL EDUCATION

STAPLETON SCHOOL (Roll 880), Church Lane, Easington, Cleveland, 1917 2ND (Tel: Easington 8121)

SCALE 2-LIBRARY

SACRED HEART RC SCHOOL (Roll 827), Darwent Road, Oadby, Cleveland, 1910 1ST (Tel: Oadby 7321)

SCALE 4-SCIENCE

Required for January, 1978, a teacher to be responsible for SCIENCE. Courses offered in Combined, Integrated and separate sciences.

SCALE 3-MUSIC

Required for January, 1978, a teacher to be responsible for MUSIC, to continue the development of instrumental, band, choral and examination work.

SCALE 2-GERMAN AND FRENCH

Required for January, 1978, a teacher for GERMAN and FRENCH to be second in department.

SCALE 2-DESIGN AND TECHNOLOGY

Required for January, 1978, a teacher for DESIGN and TECHNOLOGY. Large department offering well established courses, including Motor Vehicle.

SCALE 3-ENGLISH

Required for January, 1978, a teacher for ENGLISH to take the responsibility for the School Library, and to teach up to 'O' level.

SCALE 2-TECHNICAL STUDIES

Required for January, 1978, a teacher for TECHNICAL STUDIES.

SCALE 1-ENGLISH

Required for January, 1978, a teacher for ENGLISH, to teach up to 'O' level.

SCALE 2-ENGLISH

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SCALE 2-ENGLISH

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SPECIAL EDUCATION Appointments continued

Deputy Headships Senior Masters/Mistresses

BERKSHIRE THE PARK SCHOOL, Maidenhead, Berkshire. Headmaster, Mr. J. G. ...

BRADFORD (City of) METROPOLITAN COUNCIL, Bradford. Deputy Headship ...

DOLEST SAINT MICHAEL'S SCHOOL FOR BOYS, Dolest, Hampshire. Deputy Headship ...

KENT THE SPARTAN SOCIETY OENE PARK COLLEGE

Headmaster, Mr. J. G. ...

NEWCASTLE upon Tyne (City of) THE OENON COMMUNITY SCHOOL, Oenon, Newcastle upon Tyne. Headmaster, Mr. J. G. ...

Headship

Vacant January 1978. Roll 40 secondary boys. Burnham Group 4(S), salary ES,223 to ES,835, plus Burnham ...

NORFOLK THE CITY OF NORWICH EDUCATION COMMITTEE, Norwich. Headmaster, Mr. J. G. ...

REDDRIDGE (London Borough of) THE LONDON BOROUGH OF REDDRIDGE EDUCATION COMMITTEE, Reddridge. Headmaster, Mr. J. G. ...

SANDWELL METROPOLITAN COUNCIL, Sandwell. Headmaster, Mr. J. G. ...

CITY OF SALFORD EDUCATION COMMITTEE

Headmaster, Mr. J. G. ...

SHEFFIELD EDUCATION COMMITTEE, Sheffield. Headmaster, Mr. J. G. ...

Headship

Vacant January 1978. Roll 40 secondary boys. Burnham Group 4(S), salary ES,223 to ES,835, plus Burnham ...

SUNDERLAND THROUGH OF EDUCATION DEPARTMENT, Sunderland. Headmaster, Mr. J. G. ...

TAMESIDE METROPOLITAN COUNCIL, Tameside. Headmaster, Mr. J. G. ...

WEST SUSSEX THE CITY OF CHICHESTER EDUCATION COMMITTEE, Chichester. Headmaster, Mr. J. G. ...

Other Posts on Scale 2 and above

BERKSHIRE THE CITY OF READING EDUCATION COMMITTEE, Reading. Headmaster, Mr. J. G. ...

BERKSHIRE THE CITY OF READING EDUCATION COMMITTEE, Reading. Headmaster, Mr. J. G. ...

Headship

Vacant January 1978. Roll 40 secondary boys. Burnham Group 4(S), salary ES,223 to ES,835, plus Burnham ...

HARNEY THROUGH OF EDUCATION DEPARTMENT, Harney. Headmaster, Mr. J. G. ...

NOTTINGHAMSHIRE THROUGH OF EDUCATION DEPARTMENT, Nottingham. Headmaster, Mr. J. G. ...

NOTTINGHAMSHIRE THROUGH OF EDUCATION DEPARTMENT, Nottingham. Headmaster, Mr. J. G. ...

Scale 1 Posts

AVON COUNTY COUNCIL, Avon. Headmaster, Mr. J. G. ...

AVON COUNTY COUNCIL, Avon. Headmaster, Mr. J. G. ...

Headship

Vacant January 1978. Roll 40 secondary boys. Burnham Group 4(S), salary ES,223 to ES,835, plus Burnham ...

NOTTINGHAMSHIRE THROUGH OF EDUCATION DEPARTMENT, Nottingham. Headmaster, Mr. J. G. ...

NOTTINGHAMSHIRE THROUGH OF EDUCATION DEPARTMENT, Nottingham. Headmaster, Mr. J. G. ...

NOTTINGHAMSHIRE THROUGH OF EDUCATION DEPARTMENT, Nottingham. Headmaster, Mr. J. G. ...

Scale 1 Posts

AVON COUNTY COUNCIL, Avon. Headmaster, Mr. J. G. ...

AVON COUNTY COUNCIL, Avon. Headmaster, Mr. J. G. ...

Headship

Vacant January 1978. Roll 40 secondary boys. Burnham Group 4(S), salary ES,223 to ES,835, plus Burnham ...

BROMLEY THROUGH OF EDUCATION DEPARTMENT, Bromley. Headmaster, Mr. J. G. ...

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BROMLEY THROUGH OF EDUCATION DEPARTMENT, Bromley. Headmaster, Mr. J. G. ...

Scale 1 Posts

AVON COUNTY COUNCIL, Avon. Headmaster, Mr. J. G. ...

AVON COUNTY COUNCIL, Avon. Headmaster, Mr. J. G. ...

Headship

Vacant January 1978. Roll 40 secondary boys. Burnham Group 4(S), salary ES,223 to ES,835, plus Burnham ...

SPECIAL EDUCATION Scale 1 Posts continued

AVON COUNTY COUNCIL, Avon. Headmaster, Mr. J. G. ...

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SPECIAL EDUCATION Scale 1 Posts continued

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AVON COUNTY COUNCIL, Avon. Headmaster, Mr. J. G. ...

Headship

Vacant January 1978. Roll 40 secondary boys. Burnham Group 4(S), salary ES,223 to ES,835, plus Burnham ...

Independent Schools Headships

AVON COUNTY COUNCIL, Avon. Headmaster, Mr. J. G. ...

AVON COUNTY COUNCIL, Avon. Headmaster, Mr. J. G. ...

Scale 1 Posts

AVON COUNTY COUNCIL, Avon. Headmaster, Mr. J. G. ...

AVON COUNTY COUNCIL, Avon. Headmaster, Mr. J. G. ...

Headship

Vacant January 1978. Roll 40 secondary boys. Burnham Group 4(S), salary ES,223 to ES,835, plus Burnham ...

MIDDLESEX THROUGH OF EDUCATION DEPARTMENT, Middlesex. Headmaster, Mr. J. G. ...

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MIDDLESEX THROUGH OF EDUCATION DEPARTMENT, Middlesex. Headmaster, Mr. J. G. ...

Scale 1 Posts

AVON COUNTY COUNCIL, Avon. Headmaster, Mr. J. G. ...

AVON COUNTY COUNCIL, Avon. Headmaster, Mr. J. G. ...

Headship

Vacant January 1978. Roll 40 secondary boys. Burnham Group 4(S), salary ES,223 to ES,835, plus Burnham ...

SPECIAL EDUCATION Scale 1 Posts continued

AVON COUNTY COUNCIL, Avon. Headmaster, Mr. J. G. ...

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AVON COUNTY COUNCIL, Avon. Headmaster, Mr. J. G. ...

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Headship

Vacant January 1978. Roll 40 secondary boys. Burnham Group 4(S), salary ES,223 to ES,835, plus Burnham ...

SPECIAL EDUCATION Scale 1 Posts continued

AVON COUNTY COUNCIL, Avon. Headmaster, Mr. J. G. ...

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SILCOATES SCHOOL Near Wakefield Independent H.M.C. 405 Boys (140 Boarders, 265 Day Boys) The Governors of Silcoates School invite applications for the post of HEADMASTER

FELSTEAD SCHOOL APPOINTMENT OF MASTER OF THE JUNIOR SCHOOL Applications are invited for the post of Master of the Junior School, Felstead, from September 1978, following the retirement of the present Master, Mr. O. J. B. Pambarion.

GORDONSTOUN SCHOOL SCOTLAND Independent co-educational boarding school (300 boys, 120 girls) The Governors invite applications for the appointment of HEAD on the retirement of the present Headmaster, Mr. J. W. R. Kempe, M.A., who is a member of the Headmasters' Conference. The appointment will be from 1st January, 1978.

Lancashire Queen Elizabeth's Grammar School, Blackburn—Group 11 Applications are invited for the post of Headteacher of this Independent (former Direct Grant) School. The position arises through the sudden death of the previous Headmaster. Applicants need not necessarily be currently engaged in the Independent Sector.

SPECIAL SCHOOLS HEADS OTHER POSTS Head Teacher Group 5 (S) The Pines School for Deaf Children, Draghram Road, Birmingham Road, Birmingham B36 6LJ. Ages 6-11 years. This post falls vacant from January 1, 1978, due to the promotion of the present Head teacher. Headed in modern buildings and offering the same facilities as a primary school. The Pines plays a key role in providing special educational resources for children with a variety of handicaps. Applicants should have varied experience in special education and preferably provide evidence of further study of the educational needs of handicapped children. Application forms and further details may be obtained from the Special Education Officer, Stalling Branch, Margaret Street, Birmingham B3 3BU. Woodlands Hospital School, Northfield, Birmingham B31 2AP. Teacher required for secondary age pupils at this orthopaedic hospital. English and Mathematics acquired at least to C.S.E. level; some experience of remedial method necessary. Interest in Music an advantage. Small groups, individualized programmes. This post is non-resident and will be Scale 1 plus S.S.A.; temporary one year in first instance, possibly at permanent appointment, allowing the same for further details and appointment is visit schooling the Headmaster, 021 475 1188, ext. 60. There is a scheme for assistance with removal expenses.

County of Cleveland SPECIAL SCHOOL Deputy Head Teacher (Group 4s) (Reads/taught) SPRINGWELL SCHOOL (E.S.N.(S)) Wiltshire Way, Hartlepool, Cleveland. Required for January, 1978, a suitably qualified and experienced teacher for this purpose-built school for mentally handicapped pupils. Financial assistance with household removal expenses is available in approved cases. Forms of application obtainable from and returnable to the County Education Officer, Education Offices, Woodlands Road, Middleburgh, Cleveland TS1 3SN; SHRYBARD.

HEADSHIP THE ROYAL SCHOOL FOR THE DEAF, DERBY Applications are invited from suitably qualified and experienced teachers for the post of Principal of this school which will be vacant from 1st September, 1978, following the retirement of the present Principal, Mr. T. D. Green, M.A. This Non-Maintained Special School, which has a roll of 160 deaf children, is always and has pioneered a Department of Further Education. It is housed in purpose-built accommodation pleasantly situated in a campus of 13 acres on the outskirts of the City and was opened in its present quarters in 1972. Salary within the Scale for Head of Group 4(S) with residential emoluments. The Governors have provided a comfortable family house close to the campus for the use of the resident Principal. Further details and application forms available from the Clerk to the Governors, The Royal School for the Deaf, Ashburne Road, Derby DE3 3BE.

ilea INNER LONDON EDUCATION AUTHORITY Headship Vacant January 1978. Roll 40 secondary boys. Burnham Group 4(S), salary ES,223 to ES,835, plus Burnham ... Please send self-addressed envelope for application form and further particulars to the Education Officer, 20/TS10, County Hill, London SE1 7EP. Closing date for return of completed application forms 30th September.

Lancashire Queen Elizabeth's Grammar School, Blackburn—Group 11 Applications are invited for the post of Headteacher of this Independent (former Direct Grant) School. The position arises through the sudden death of the previous Headmaster. Applicants need not necessarily be currently engaged in the Independent Sector. The Main School comprises 870 boys and a small number of girls at 6th Form level. There is a Junior School of 140 boys from 8-11 years. Living accommodation comprises a large house situated in the School grounds. Applications, including curriculum vitae to the Clerk to the Governors, Queen Elizabeth's Grammar School, West Park Road, Blackburn, by September 30, 1977.



INDEPENDENT continued

Pastoral

HERTFORDSHIRE
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

SURREY
GREENWICH SCHOOL FOR GIRLS
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

Physical Education

EXETER
THE MANARD SCHOOL
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

Religious Education

HERTFORDSHIRE
ST. EDMUND'S COLLEGE
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

Science

TYNE AND WEAR
THE KING'S SCHOOL
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

Heads of Department

STOCKTON-ON-TEES
TESBIE HIGH SCHOOL
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

Other Assistants

HAMPSHIRE
ROSEBURY SCHOOL
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

LONDON, W.4
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

SURREY
MELBURN SCHOOL
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

Other than by Subject Classification

Heads of Department

STATES OF JERSEY
EDUCATION COMMITTEE
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

Other Assistants

BRISTOL
WYNTON SCHOOL
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

Other Assistants

CHRYSDON
WYNTON SCHOOL
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

Other Assistants

HAMPSHIRE
ROSEBURY SCHOOL
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

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ROSEBURY SCHOOL
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Other Assistants

LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

Other than by Subject Classification

ESSEX
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

Other than by Subject Classification

ESSEX
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

LONDON, W.4
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

SURREY
MELBURN SCHOOL
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

Other than by Subject Classification

Heads of Department

STATES OF JERSEY
EDUCATION COMMITTEE
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

Other Assistants

BRISTOL
WYNTON SCHOOL
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Other Assistants

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WYNTON SCHOOL
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Other than by Subject Classification

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LONDON, W.11
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

LONDON
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

Other than by Subject Classification

Heads of Department

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Other Assistants

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Other than by Subject Classification

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Other than by Subject Classification

ESSEX
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

Brixton College for Further Education
59 Brixton Hill, SW2 1QS

Department for Commercial Education
Required as soon as possible:-

Lecturer II

for Secretarial Skills and Work Experience
Responsibility for teaching Audio-Typewriting, Planning, Short-hand and organising students' Work Experience, etc.

Lecturer I

for Typewriting and Office Practice Assignments
Applicants should be interested in the development of the great units of work for B.I.C. General level course.

Applicants for both positions should be teacher-qualified. Salary scales: LECTURER II £2,729-£5,493, plus £402 London Allowance and supplement of between £44 and £492 subject to formal approval. LECTURER I £2,044-£4,088, plus £402 London Allowance and supplement of between £44 and £492, subject to formal approval, starting point depending on qualifications, training and experience. Help removal expenses may be available.

Application forms available from the Section Secretary on receipt of S.A.S. 23.9.77.

South East London College

Department of Hotel and Catering Studies
Lecturer I in Food Service
(Ref. HCS 22)

to teach Food Service to craft students on full-time part-time courses. The work of the Department includes the Ordinary National Diploma in Hotel & Catering Operations, City & Guilds General Catering Certificate No. 705 and 707 and the new purpose-built Block 2.

Relevant qualifications are essential, together with first class industrial experience. Teaching experience in Further Education is desirable. Salary scales in accordance with the Burmham (F.E.) Report, £2,469-£4,177 plus £412 Inner London Allowance and supplement of between £44 and £92, subject to formal approval, starting point depending on qualifications, training and experience.

Assistance may be given towards household removal expenses.

Application forms, returnable within 4 weeks of the date of this advertisement, and further particulars from the Senior Administrative Officer, S.E.L.T.C., Leathers Way, London, SE4 1UT. It is essential to quote the reference number.

South East London College

Department of Hotel and Catering Studies
Senior Lecturer in Hotel and Catering Administration (HCS 21)

to co-ordinate and lead the Applied Business Studies section of the Department. Courses include: Hotel and Catering Administration, HCIMA Intermediate Membership Examination, N.E.S.S. (Catering), City and Guilds Hotel Reception Certificate No. 709, City and Guilds General Catering Certificate No. 705, and the Diploma in Catering Studies. Teaching to include the advanced aspects in these courses including: Management Accounting and Economics.

A New College extension will accommodate the Department from September 1977. Applicants must be professionally qualified and experienced in teaching Business Studies as applied to the Hotel and Catering Industry. Salary scales in accordance with the Burmham (F.E.) Report, Senior Lecturer, £5,031-£5,955 plus £402 Inner London Allowance and supplement of £492, subject to formal approval. Assistance may be given towards household removal expenses.

Application forms, returnable within 4 weeks of the date of this advertisement, and further particulars from the Senior Administrative Officer, S.E.L.T.C., Leathers Way, London, SE4 1UT. It is essential to quote the reference number.

Buckinghamshire County Council - Education Department
AYLESBURY COLLEGE OF FURTHER EDUCATION AND AGRICULTURE

Principal: G. W. Una, M.A. (Contab.)

Department of Agriculture and Horticulture
LECTURER I in Agriculture and Assistant Warden for Female Students:

To assist in the teaching of the one and two also be required, according to qualifications and experience, to assist with other courses in Agriculture. Also to undertake the duties of Assistant Warden for female students and a flat and free board/residence will be provided during term time in return for these duties. Candidates should possess a Degree or Diploma in Agriculture or other suitable qualifications; a teaching certificate is desirable but not essential. Duties to commence as soon as possible.

Department of Science and Technology
LECTURER I in Science:

To teach Chemistry to G.C.E. "A" Level standard and another Science subject to G.C.E. "O" Level standard. Experience of Computer Programming would be an advantage. Duties to commence on the 1st January, 1978. Salary for the above posts: £2,781 to £4,989 per annum (starting point depending upon qualifications and experience) plus current Burmham Award.

Removal expenses in accordance with the Council's scheme will be paid up to a maximum of £150 in approved cases. Application forms and further particulars are available from the Principal of the above College (please send a stamped addressed envelope) to whom completed forms should be returned within 14 days of the appearance of this advertisement.

Application forms available from the Section Secretary on receipt of S.A.S. 23.9.77.

West Glamorgan County Council

Applications are invited from suitably qualified persons for the following posts in the Authority's Service.

SWANSEA COLLEGE OF FURTHER EDUCATION
VICE PRINCIPAL (full time) of the above GROUP 4 College.

Salary will be in accordance with the Burmham F.E. Report, selected from within the range £7,329-£7,615 plus supplement. (Post Ref. 1FSC/21.16.77).

WEST GLAMORGAN INSTITUTE OF HIGHER EDUCATION
School of Construction
LECTURER 2 in SURVEYING

To teach Surveying and ancillary subjects to professional and higher technician courses. Applicants should possess a professional qualification in Quantity Surveying (R.I.C.S.) and have relevant industrial and/or teaching experience. (Post Ref. 53/23.16.77).

N.B. Closing date for this post only is FRIDAY, 4th November, 1977.

NEATH TECHNICAL COLLEGE
LECTURER 1
To teach COMMERCIAL AND OFFICE SKILLS. (Post Ref. 5FNTC/23.16.77.)

LECTURER 1
To teach CONSTRUCTION SCIENCE, MATHEMATICS and SURVEYING to Construction Technicians and Craft students. (Post Ref. 5FNTC/24.16.77.)

Application forms are available from the undersigned on receipt of a stamped addressed envelope quoting the appropriate post reference. CLOSING DATE. The closing date for the receipt of completed application forms is FRIDAY, 23rd September, 1977.

John Beale, Director of Education, Education Department, Princess House, Princess Way, Swansea.

COLLEGES OF FURTHER EDUCATION continued

DERBYSHIRE
WILLIAM PEARCE
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

HAMPSHIRE
SOUTHAMPTON TECHNICAL COLLEGE
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

LANCASHIRE
EDUCATION COMMITTEE
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

LINCOLNSHIRE
EDUCATION COMMITTEE
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

ST. HELENS
EDUCATION COMMITTEE
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

STOCKPORT
EDUCATION COMMITTEE
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

WAKEFIELD (City of)
METROPOLITAN DISTRICT
EDUCATION COMMITTEE
VICTOR MISTRESS required for primary for small Junior. Good salary for suitable applicant. Apply to the Headmistress.

SURREY COUNTY COUNCIL

EDUCATION COMMITTEE
REDHILL TECHNICAL COLLEGE

Appointments of VICE-PRINCIPAL

Applications are invited for the above post; appointment to be made from 1 January, 1978, salary range £7,329 to £7,815 per annum plus the 1978 and 1977 supplements of £312 and £180 per annum.

Further details and application forms, to be returned by 30 September, 1977, available from County Education Officer, County Hall, Kingston upon Thames, KT1 2DJ (Reference FE/AFG).

Thurrock Technical College
Woodley, Grays
(Tel.: Grays Thurrock 71621)

Head of Science, Catering and Art (Grade IV) required for 1 January, 1978.

The post calls for a person with broad sympathies, proven administrative ability with appropriate graduate (level) qualifications and experience, willing to develop specialist and interdisciplinary courses. Salary Scale: £7,264-£8,234 per annum (+ £150 London Weighting).

Application form, to be returned by 7 October, 1977, and further details from the Principal.

Essex County Council

Buckinghamshire County Council
Amersham College of Further Education and Art
SCHOOL OF ART
Principal Lecturer

Required from 1st January, 1978, to be responsible for and to coordinate the work of the Graphic Design, Illustration and Photography Sections. Good qualifications and experience in at least one of these fields essential, preferably with recent experience of Vocational Art and Design Courses. Salary Scale: £7,264-£8,234 plus £492 supplement and £160 London Fringe Allowance.

Further details and application forms from: The Principal, Amersham College of Further Education and Art, Stanley Hill, Amersham, Bucks. HP7 9HN. Forms should be returned within two weeks of the appearance of this advertisement. MFCHMRF.

CITY OF BIRMINGHAM POLYTECHNIC

Applications are invited for the post of HEAD OF DEPARTMENT OF VISUAL COMMUNICATION

The Department consists of the School of Graphic Design, recognised for Dip.A.D.; and Higher Diploma in Design and the School of Photography, recognised for Association of Professional Photographers. Candidates should be able to offer professional as well as academic qualifications and experience. Salary: HEAD OF DEPARTMENT (GRADE V) £7,395-£8,271 plus 1976 and 1977 supplements.

Further details and application forms (to be returned by 28th September 1977) from: The Personnel Officer, City of Birmingham Polytechnic (TEB), F Block, Perry Barr, Birmingham B42 2SU.



Dorsol Institute of Higher Education and Dorsol County Council Social Services Department Joint Appointment

### Principal Lecturer in Social Work

£5,940-£8,642 p.a. plus £492 Supplement

Applications are invited for this post from persons with appropriate qualifications and experience.

- (1) to be responsible in the Institute for the education and training in social work.
- (2) to plan and develop courses in close cooperation with the Social Services Department.
- (3) to work in the Training Section of the Social Services Department.
- (4) to establish and manage, in the Institute, an Education and Training Unit for Social Work.

Further details and application form from The Director, Dorsol Institute of Higher Education, Wallisdown Road, Wallisdown, BH12 5BB. Tel: Bournemouth (0202) 5241. Closing date for applications 28th September, 1977.

**Ealing College of Higher Education**

**SCHOOL OF HUMANITIES**

Applications are invited for temporary (one year), half full-time, Lecturers Grade 1 (5 sessions a week) in the following areas:

1. PRODUCT INDUSTRIAL DESIGN
2. FASHION DESIGN
3. FASHION DESIGN-PATTERN CUTTING plus MAKING UP
4. GRAPHIC DESIGN-ADVERTISING ART DIRECTION
5. GRAPHIC DESIGN-LITHOGRAPHY

The successful candidates will be mainly concerned with teaching on the 3 year Vocational Integrated Design Course. Candidates will be expected to have relevant industrial experience and to be familiar with their role in industry. Teaching experience at this level is desirable.

Salary Scale: Lecturer II: £3,724 to £4,242; Lecturer III: £3,427 to £3,945. In accordance with the Burnham Scales of Salaries for Teachers in Establishments of Higher Education. The posts are available from 1 October, 1977, or as soon as possible thereafter, until 31 August, 1978.

Application forms available from The Chief Administrative Officer (70 UCL), Ealing College of Higher Education, 61, Mary's Road, London W5 8LR. Please state which post you are interested in. Closing date 20 September, 1977.

**WESTHILL COLLEGE**

SELBY OAK, BIRMINGHAM B29 0LL

Principal: Alan G. Bamford, M.Ed., F.R.S.A.

### Lecturer in Education (Special Education)

Applications are invited for appointment as Lecturer in Education with special reference to the education of severely mentally handicapped children. The successful candidate will be a member of a team who have responsibility for the initial training course (i.e. both Certificate and B.Ed. with a new Main Subject Course in Mental Subnormality in B.Ed. now beginning its second year), a full-time advanced Diploma course for qualified teachers, and in-service courses. Candidates should have good academic qualifications in the appropriate field of special education or psychology and experience of severely mentally handicapped children. It is hoped to make an appointment with effect from 1st January, 1978, or as soon as possible thereafter.

Applications should be made as soon as possible to the Principal from whom further information may be obtained. Salary will be according to Lecturer II grade of the Burnham F.E. Scales.

### SENIOR LECTURER IN EDUCATION MANAGEMENT ADMINISTRATION

Applicants are invited for the above post from persons with good academic qualifications in Administration. Ability to offer Decision Making Theory within Education Management courses and its capacity to promote Staff Development Initiatives within the Region would be advantageous. The appointee will be expected to share the responsibility for the teaching of management and administrative studies in education on established in-service B.Ed. (Hon.) and Advanced Diploma courses and envisaged M.Ed. courses.

Salary: Senior Lecturer Scale.

Forms of application and further details may be obtained from the Senior Administrative Officer, Bolton College of Education (Technical), Chadwick Street, Bolton BL2 1JW. Tel. 0204 22182. To whom completed forms should be returned by 20th September, 1977.

### Polytechnics

#### Directors and Principals

#### Other Appointments

**MANCHESTER**

**THE POLYTECHNIC**

**DEPARTMENT OF PRINTING TECHNOLOGY**

**LECTURER II IN TYPOGRAPHIC DESIGN**

Temporary appointment from 24.9.77 to 23.9.78. Salary: £3,724 to £4,242 per annum.

For further particulars and application form, please apply to the Director, Manchester Polytechnic, 100, Oxford Road, Manchester M13 9PL.

### Colleges of Higher Education

#### Directors and Principals

#### Other Appointments

**HEREFORD AND WORCESTER**

**UNIVERSITY OF DEPARTMENT OF EDUCATION**

Applications are invited for the post of Lecturer in Education arising from the retirement of Mr. J. G. Wilson, C.B.E., B.Sc. Salary within the range appropriate to a Lecturer in Education. Applications should be sent to the Director of Education, University of Hereford and Worcester, Hereford College of Higher Education, Hereford, Herefordshire, HR1 2AA. Closing date: 20th September, 1977.

### Adult Education

**DEVON**

**UNIVERSITY OF EXETER**

**DEPARTMENT OF EDUCATION**

Applications are invited for the post of Lecturer in Adult Education. The successful candidate will be responsible for the design and delivery of courses in adult education. Applications should be sent to the Director of Education, University of Exeter, Exeter, Devon. Closing date: 20th September, 1977.

### Youth and Community Service

**BRIGHTON**

**UNIVERSITY OF SUSSEX**

**DEPARTMENT OF EDUCATION**

Applications are invited for the post of Lecturer in Youth and Community Work. The successful candidate will be responsible for the design and delivery of courses in youth and community work. Applications should be sent to the Director of Education, University of Sussex, Brighton, Sussex. Closing date: 20th September, 1977.

### Universities

#### THE OPEN UNIVERSITY

**INSTITUTE OF EDUCATIONAL TECHNOLOGY**

Applications are invited for the post of Lecturer in Educational Technology. The successful candidate will be responsible for the design and delivery of courses in educational technology. Applications should be sent to the Director of Education, The Open University, Milton Keynes, Bucks. Closing date: 20th September, 1977.

### Teachers' Centres

**LEICESTERSHIRE**

**TEACHERS' CENTRE**

Applications are invited for the post of Lecturer in Teachers' Centres. The successful candidate will be responsible for the design and delivery of courses in teachers' centres. Applications should be sent to the Director of Education, Leicestershire Teachers' Centre, Leicester. Closing date: 20th September, 1977.

### Assessment Centres

**LANCASHIRE**

**SOCIAL SERVICES**

Applications are invited for the post of Lecturer in Assessment Centres. The successful candidate will be responsible for the design and delivery of courses in assessment centres. Applications should be sent to the Director of Education, Lancashire Social Services, Manchester. Closing date: 20th September, 1977.

### NEWCASTLE UPON TYNE POLYTECHNIC

Faculty of Education and Librarianship

### SENIOR LECTURER IN TECHNOLOGY FOR SCHOOLS

Required to initiate a wide range of in-service courses in technology and design, and to be fully involved in the development of all aspects of the Technology, Science and Technology Education Centre. The work will involve considerable liaison with both educational institutions and industry. Applications should be sent to the Director of Education, Newcastle upon Tyne Polytechnic, Ellison Building, Ellison Place, Newcastle upon Tyne, NE1 8ST.

### YOUTH AND COMMUNITY SERVICE

**ISLINGTON**

**INNER LONDON EDUCATION AUTHORITY**

Applications are invited for the post of Lecturer in Youth and Community Work. The successful candidate will be responsible for the design and delivery of courses in youth and community work. Applications should be sent to the Director of Education, Islington, London. Closing date: 20th September, 1977.

### WALTHAM FOREST

**LONDON BOROUGH OF WALTHAM FOREST**

Applications are invited for the post of Lecturer in Youth and Community Work. The successful candidate will be responsible for the design and delivery of courses in youth and community work. Applications should be sent to the Director of Education, Waltham Forest, London. Closing date: 20th September, 1977.

### PRE-SCHOOL PLAYGROUP ORGANISERS

Full time, working on a part-time basis, in a well-established playgroup in a residential area. The successful candidate will be responsible for the design and delivery of courses in pre-school playgroup work. Applications should be sent to the Director of Education, Newcastle upon Tyne Polytechnic, Ellison Building, Ellison Place, Newcastle upon Tyne, NE1 8ST. Closing date: 20th September, 1977.

### SOMERSET EDUCATIONAL & CULTURAL SERVICES COMMITTEE

### COMMUNITY CENTRE WARDEN

Community Centre Warden required at the new Taunton Youth and Community Centre in Somerset. The successful candidate will be responsible for the design and delivery of courses in community centre work. Applications should be sent to the Director of Education, Somerset Educational & Cultural Services Committee, Taunton. Closing date: 20th September, 1977.

### DURHAM COUNTY COUNCIL

Social Services Department

### Resident Deputy Superintendent

Required for the Assessment Complex, Darlington at Park View Community Home where the primary emphasis is on rehabilitation. Salary scale and conditions of service in accordance with NAC Grade 4, £2,807 to £3,090 per annum plus £312 per annum supplement plus 5 per cent pay award (£10.88 minimum to £17.38 maximum per month). A qualification allowance of £150 per month. The person appointed will be required to operate a duty rota with other members of staff and will receive an 'on call' allowance of £2.01 per night.

### DURHAM COUNTY COUNCIL

Social Services Department

### Second Deputy Third in Charge

Required at Seach Rise Unit, Darlington, an assessment unit and a special base care unit for adolescent girls within the Assessment Complex at Darlington. Salary scale and conditions of service in accordance with NAC Grade 4, £2,807 to £3,090 per annum plus £312 per annum supplement plus 5 per cent pay award (£10.88 minimum to £17.38 maximum per month). The Darlington Complex provides accommodation for 44/46 children of both sexes from seven to 15 years of age with particular emphasis on the adolescent and le under the administration of the Principal, Mr R. M. Johnson to whom all initial enquiries should be made (telephone: Darlington 57911).

# Bring your teaching skills to Nigeria

With the important role of education in Nigeria's drive towards social and economic development, more schools are still being established to cater for the fast growing student population in the country. To meet the manpower needs of the expansion, it is intended to recruit suitably qualified candidates of all disciplines—particularly Mathematics, the Sciences, Geography, English and Technical subjects—to teach in Secondary Schools and Teacher Training Institutions, Nigeria. Candidates should possess a degree from a recognised University, preferably plus teaching qualifications and/or experience, or the S.E.d. degree. All appointments will be to the Civil Service in Nigeria and the salaries offered will be in the range N3,264 to N7,752 p.a. (entry points).

depending on qualifications and experience. There are also promotion prospects for those who show enterprise and qualities of leadership. Non-Nigerians will be appointed on contract for a number of years at a time, with contract extensions, as well as gratuities, in addition to the salaries quoted above. Interested candidates should collect, write or phone for an Application Form from: The Nigeria High Commission, 9 Northumberland Avenue, London WC2, Tel. 01-839 1244, ext 305 or 108. Completed forms should be returned to the same address not later than 5th October, 1977.

# Nigeria

### Social Services Department

### Study Supervisor(s) for the Certificate in Social Service Scheme in Cambridgeshire

Salary: AP5/BD1 £3,825-£4,545 + £312 + 1077 pay supplement, point negotiable according to skills and experience. Two Study Supervisors (full or part-time) to support, supervise an apprentice in the Department undertaking the Certificate. Applicants should have knowledge and experience of working in/vol with Social Services; experience of student supervision and an understanding of the role of a teacher and appropriate professional qualifications, e.g. in psychology, social work, education. Current driving licence is essential. Removethed relocation expenses up to a maximum of £750 in approved cases. For informal discussion please ring the Training Officer, Mrs S. Robinson, on Cambridge 58811, Ext. 534, or the Assistant Training Officer, Mrs. V. O'Brien, Ext. 536. Application form and job description from the Director of Social Services, Castle Court, Castle Hill, Cambridge. Telephone: Cambridge 58811. Ext. 534. Release candidate reference: 55/77/W. Closing date for return of forms 19th September, 1977.

### CAMBRIDGESHIRE COUNTY COUNCIL

### SPARROWS HERNE ASSESSMENT CENTRE, Bushey

### SECOND DEPUTY (Education)

Salary Scale Burnham II plus £400 Responsibility Allowance, £150 Fringe Area Allowance both per annum, £312 Annual Supplement and Phase 2 Supplement. The person appointed will be responsible to the Officer in Charge for Education at the Assessment Centre which provides for 35 children, and will take an active leadership role in the teaching staff and the development of Education in the Centre. The teaching team comprises the Second Deputy and 3 Assistant Teachers already in post. Teachers who take an active part in the assessment process are expected to help the children modify their attitudes by initiating projects to provide a lively and interesting teaching programme. The Assessment Centre is a different, challenging work as the children are of wide age range and ability and often lack educational motivation. What better experience would any teacher want? Burnham conditions apply but holidays are staggered. The interview will be held on 7th October, 1977. Informal discussions by telephoning Hertford 54242, extension 5275. Application forms available from the Director of Social Services, County Hall, Hertford, or telephone Hertford 54242 extension 5545. Please quote reference B.44. Closing date: 26th September, 1977.

### CITY OF BIRMINGHAM DISTRICT COUNCIL

### EDUCATION DEPARTMENT

### ADULT EDUCATION, YOUTH AND COMMUNITY SERVICE

- (1) HEAD OF COMMUNITY ACTIVITIES
- (2) HEAD OF COMMUNITY ACTIVITIES
- (3) YOUTH AND COMMUNITY WORKER
- (4) YOUTH AND COMMUNITY WORKER

### BIRMINGHAM CITY COUNCIL

Applications are invited for the post of Lecturer in Youth and Community Work. The successful candidate will be responsible for the design and delivery of courses in youth and community work. Applications should be sent to the Director of Education, Birmingham City Council, Birmingham. Closing date: 20th September, 1977.







**CORNWALL**  
Education Department  
**English Adviser**  
(READVERTISEMENT—PREVIOUS APPLICANTS WILL BE RECONSIDERED)

Required as soon as possible, an English Adviser to be responsible for Language Development along the lines suggested in the Bullock Report. Salary in accordance with the Southbury Senior Subject Advisers range £6,489-£7,113 plus £312 plus £189 supplements.

Further details and an application form on receipt of a stamped addressed envelope may be obtained from the Secretary for Education, Cornish Hall, Truro R1 3BA, to whom they should be returned by 23rd September, 1977.

**CITY OF BIRMINGHAM**  
EDUCATION DEPARTMENT  
**English Adviser**  
(READVERTISEMENT—PREVIOUS APPLICANTS WILL BE RECONSIDERED)

Required as soon as possible, an English Adviser to be responsible for Language Development along the lines suggested in the Bullock Report. Salary in accordance with the Southbury Senior Subject Advisers range £6,489-£7,113 plus £312 plus £189 supplements.

Further details and an application form on receipt of a stamped addressed envelope may be obtained from the Secretary for Education, Cornish Hall, Truro R1 3BA, to whom they should be returned by 23rd September, 1977.

**County of Avon** Education Service  
**ADVISER**  
(Home Economics)  
Salary Scale: Southbury Group 9 (0-4)  
£5,969-£7,593 plus £312 p.a. and £169 p.a. Supplement

Candidates expected to have good qualifications and wide teaching experience in Home Economics. Special responsibility for Food and Nutrition at all levels. To work within the Design and Social Education Faculty which includes the area of the curriculum concerned with Art, Home Economics, Needlecraft, Textiles, Health Education, Education in Personal Relationships, Counselling and Pastoral Care.

Vacancy due to the present post holder being promoted to Senior Adviser Design and Social Education.

Further details and application form returnable by 23 September from Director of Personnel (Telephone: Bristol 286686), Avon House, The Haymarket, Bristol BS99 7DE. Please quote reference number EDU 01343.

**LONDON BOROUGH OF ENFIELD**  
**GENERAL ADVISER (SECONDARY)**  
£6,253-£6,677

Applicants are invited for this interesting and challenging post, which has responsibilities across the whole secondary curriculum. Candidates should have a good honours degree and extensive teaching experience. Temporary housing (up to two years); 100 per cent removal expenses (£400 maximum); generous relocation costs and lodging allowances—where appropriate needs to move. Essential user car allowance and assisted car purchase scheme.

Further particulars and an application form are obtainable from the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield, EN1 3XQ, (01-865 8685, ext. 2118). Closing date 23rd September, 1977. Please quote reference OGD 761.

**ilea** INNER LONDON EDUCATION AUTHORITY  
**Assistant Co-ordinator JUNIOR MOVEMENT**  
**Southern England**

Applicants are invited from graduate Biologists experienced in working with children to help organise activities for members of the RSPCA Junior Movement. The appointment will be based at Headquarters in Heston, Surrey, but extensive travelling will be required throughout South-West and South-East England. A current, clean driving licence is essential. Applicants should be good speakers and possess the ability to organize local group activities. Commencing salary approximately £3,200 (salary scale £2,775-£3,825 plus Phase 1 and 1 Pay Supplement), plus

- ★ Society vehicle
- ★ 3 weeks holiday
- ★ Contributory Pension Scheme
- ★ Annual increments

Full curriculum vitae, including details of any relevant work undertaken, should be forwarded in writing to: PERSONNEL MANAGER, Couesway, Heston, Surrey RH12 1HG.

**DETACHED EMPLOYMENT WORKER**  
£5,357 to £4,137 p.a. (plus Supplements c. £461 p.a.)

Required to operate mainly in the North Kensington area which has a large population of West Indian origin and other ethnic minority groups.

The person appointed will be expected to establish relationships of confidence with young people from these groups and offer professional advice on careers, employment, training and employment. This is a new post which will be jointly financed for a two year period, renewable after one year, by the Royal Borough and I.L.E.A. It requires a committed person with drive and the ability to work under pressure. Applicants must be fully aware of the practical nature and demands of young black people and should preferably have a knowledge of the North Kensington area.

Formal educational qualifications are desirable but not essential. The ability to relate easily to young people and to establish effective working relationships with employers and officials will be looked for. It is envisaged that the person appointed will be aged 20-25 years and will have a knowledge of educational, training and employment opportunities and welfare services for young people.

**Cheshire**  
**Senior Administrative Officer**  
£3,366-£4,095 + supplement of between £495.90-£520.56 p.a. MACCLESFIELD

Required at Macclesfield College of Further Education. Duties include enrolment, examinations and the supervision of all non-teaching staff. Further information and application forms are obtainable from the District Education Officer, Cheshire County Council, County Offices, Chapel Lane, Wilmslow SK9 1PU. Closing date: 23rd September.

**Handicraft Instructor**  
RUNCORN  
£2,127-£2,529 plus £442.32-£454.05 p.a. supplement

Required at Bridgewater, a purpose-built centre for up to 50 physically handicapped adults. We seek applicants with a natural sympathy and tolerance towards the physically handicapped who have the expertise and enthusiasm to assist with the organization within the Centre and with a good experience of woodwork.

Application forms and further particulars are obtainable from the District Officer for Social Services, Cheshire County Council, Grosvenor House, Shopping City, Runcorn W12 2ED. Closing date: 23rd September.

**R. S. P. C. A.**  
**Assistant Co-ordinator JUNIOR MOVEMENT**  
**Southern England**

Applicants are invited from graduate Biologists experienced in working with children to help organise activities for members of the RSPCA Junior Movement. The appointment will be based at Headquarters in Heston, Surrey, but extensive travelling will be required throughout South-West and South-East England. A current, clean driving licence is essential. Applicants should be good speakers and possess the ability to organize local group activities. Commencing salary approximately £3,200 (salary scale £2,775-£3,825 plus Phase 1 and 1 Pay Supplement), plus

- ★ Society vehicle
- ★ 3 weeks holiday
- ★ Contributory Pension Scheme
- ★ Annual increments

Full curriculum vitae, including details of any relevant work undertaken, should be forwarded in writing to: PERSONNEL MANAGER, Couesway, Heston, Surrey RH12 1HG.

**UNIVERSITY OF LONDON**  
**Goldsmiths' College**  
New Cross, London, SE14 6NW

Applications are invited for the post of **Registrar**

It is hoped that the successful applicant will be able to take up duty with effect from 1st January, 1978; or as soon as possible thereafter.

The total salary of the Registrar is at present £10,971 p.a.

Further particulars of the post can be obtained from the Personnel Officer, to whom applications should be made by 30th September, 1977.

**ROYAL SOCIETY OF ARTS**  
**SECRETARY TO THE EXAMINATIONS BOARD**  
c. £10,000

Founded in 1754, the Royal Society of Arts operates as a national body in a wide field of applied arts and sciences. The Examinations Board is responsible for the Society's role as a major examining body in business studies, including secretarial skills, and languages. The level of examinations ranges from elementary to post-graduate.

The Secretary (Chief Officer) of the Examinations Board will be based in London and will be responsible for the administration and coordination of all aspects of the Society's examinations both at home and overseas. He/she will be enabled by a staff of approximately 60 situated in London and Overseas.

The successful candidate will probably have had experience in a post of similar responsibility connected with education, but would also require administrative ability in a subtly related field which is regarded as equally important.

Further details may be obtained from Christopher Lucas, Secretary, The Royal Society of Arts, 14 Bedford Square, London WC1E 6EF. Tel: 01-639 2316. Applications for the post, marked "confidential", should arrive not later than 30 September.

**QUEEN ANNE'S SCHOOL**  
**CAVERSHAM**  
**BURSAR**

required at Queen Anne's School, an independent boarding school for 330 girls near Reading, Berkshire. Accountancy, budgetary control and personnel management experience essential. Residence close to the School necessary. A 3-bedroom house is likely to be available shortly.

Salary circa £5,000 plus expenses allowance.

Enquiries to T. E. Hatton, Clerk and Receiver, Royal Foundation of Grey Coat Hospital, 43 Palace Street, SW1E 5HJ, by 20th September 1977.

**ADMINISTRATION**  
General continued

**HEALTH EDUCATION COUNCIL**

All your experience in the field of health education is required for the post of **Administrative Officer** in the Health Education Council.

The post will be based in London and will involve a wide range of administrative duties. The successful candidate will be required to manage the day-to-day running of the Council's administrative services. The post holder will be responsible for the efficient and economical management of the Council's administrative resources. The post holder will be required to manage the day-to-day running of the Council's administrative services. The post holder will be responsible for the efficient and economical management of the Council's administrative resources.

**Essex Area Health Authority and Essex Social Services Dept.**  
**Training Officer**  
£4,239-£4,545 plus £312 plus 5% supplement (maximum £4 per week)

Jointly financed, new appointment to promote:

- inter-disciplinary in-service training for those concerned with non-accidental injury to children; and
- joint in-service training for Health Service and Social Services staff involved in caring for children, the elderly, and the handicapped.

Person appointed must have a qualification in social work, nursing or adult education, should have knowledge of experience in the field of non-accidental injury, will probably have worked in the field of education/training, and will be based at the central office of the Social Services Department in Chelmsford as a member of an established team of training officers. Experience in social services would be an advantage.

Generous removal expenses, disturbance allowance scheme, etc., in appropriate cases.

For further information telephone Miss Lang, Chelmsford 67181, Ext. 224 or write for an application form and job description to Director of Social Services, Kanel House, 77 Springfield Road, Chelmsford, Essex. Closing date: 3rd October, 1977.

**COMMISSION FOR RACIAL EQUALITY**  
**Senior Officer - Education**

The Commission has a vacancy in London for a Senior Officer to specialize in the field of education. The successful candidate will work as a member of a team developing programmes and giving advice in the education, social services, housing and other fields to meet the special needs of minority groups. The Senior Officer-Education will assist the Principal in developing and implementing programmes of work in that field, will meet, consult with, and advise appropriate organizations, provide information and advice on the means of overcoming particular problems and will advise and liaise with other parts of the CRE whose areas of work also relate to education.

The post is open to men or women with experience in the educational field and with particular knowledge of the problems of minority groups in that field. A degree or similar qualification would be desirable. The basic salary will be £4,900 rising by annual increments to £5,900. Supplements of £318.20 and £208.80 per annum are also payable. There are four weeks and two days annual holiday and a non-contributory pension scheme. Please write for an application form and further particulars to the Principal, Management Services, The Commission for Racial Equality, Ref. B/2/7/ES, Elliott House, 10-12 Allington Street, London SW11, enclosing a large addressed envelope. Completed application forms should be returned not later than 23 September.

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**LONDON**  
The Education Department is looking for an experienced **Administrative Officer** to manage the day-to-day running of the Council's administrative services. The post holder will be responsible for the efficient and economical management of the Council's administrative resources.

**REGIONAL FIELD OFFICER**  
The Education Department is looking for an experienced **Regional Field Officer** to manage the day-to-day running of the Council's administrative services. The post holder will be responsible for the efficient and economical management of the Council's administrative resources.

**SUSSEX**  
The Education Department is looking for an experienced **Administrative Officer** to manage the day-to-day running of the Council's administrative services. The post holder will be responsible for the efficient and economical management of the Council's administrative resources.

**EDUCATIONAL PSYCHOLOGISTS**  
The Education Department is looking for experienced **Educational Psychologists** to manage the day-to-day running of the Council's administrative services. The post holder will be responsible for the efficient and economical management of the Council's administrative resources.

**HARINGEY**  
The Education Department is looking for an experienced **Administrative Officer** to manage the day-to-day running of the Council's administrative services. The post holder will be responsible for the efficient and economical management of the Council's administrative resources.

**LIVERPOOL**  
The Education Department is looking for an experienced **Administrative Officer** to manage the day-to-day running of the Council's administrative services. The post holder will be responsible for the efficient and economical management of the Council's administrative resources.

**ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD**  
The Education Department is looking for an experienced **Administrative Officer** to manage the day-to-day running of the Council's administrative services. The post holder will be responsible for the efficient and economical management of the Council's administrative resources.

**EXAMINERS**  
The Education Department is looking for experienced **Examiners** to manage the day-to-day running of the Council's administrative services. The post holder will be responsible for the efficient and economical management of the Council's administrative resources.

**Child Care**  
The Education Department is looking for an experienced **Administrative Officer** to manage the day-to-day running of the Council's administrative services. The post holder will be responsible for the efficient and economical management of the Council's administrative resources.

**ENFIELD**  
The Education Department is looking for an experienced **Administrative Officer** to manage the day-to-day running of the Council's administrative services. The post holder will be responsible for the efficient and economical management of the Council's administrative resources.

**THE ASSOCIATED EXAMINING BOARD**  
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**SOUTHERN REGIONAL EXAMINATIONS BOARD**  
The Education Department is looking for an experienced **Administrative Officer** to manage the day-to-day running of the Council's administrative services. The post holder will be responsible for the efficient and economical management of the Council's administrative resources.

**MISCELLANEOUS**  
The Education Department is looking for an experienced **Administrative Officer** to manage the day-to-day running of the Council's administrative services. The post holder will be responsible for the efficient and economical management of the Council's administrative resources.

**PROFESSIONAL BODY - LONDON - GRADUATE - c. £5,000**  
The Education Department is looking for an experienced **Administrative Officer** to manage the day-to-day running of the Council's administrative services. The post holder will be responsible for the efficient and economical management of the Council's administrative resources.

**EDUCATION AND TRAINING**  
The Education Department is looking for an experienced **Administrative Officer** to manage the day-to-day running of the Council's administrative services. The post holder will be responsible for the efficient and economical management of the Council's administrative resources.

**ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD**  
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**EAST MIDLANDS REGIONAL EXAMINATIONS BOARD**  
The Education Department is looking for an experienced **Administrative Officer** to manage the day-to-day running of the Council's administrative services. The post holder will be responsible for the efficient and economical management of the Council's administrative resources.

**YORKSHIRE AND HUMBERSIDE COUNCIL FOR FURTHER EDUCATION**  
The Education Department is looking for an experienced **Administrative Officer** to manage the day-to-day running of the Council's administrative services. The post holder will be responsible for the efficient and economical management of the Council's administrative resources.

**THE ASSOCIATED EXAMINING BOARD**  
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**ANCILLARY SERVICES**  
The Education Department is looking for an experienced **Administrative Officer** to manage the day-to-day running of the Council's administrative services. The post holder will be responsible for the efficient and economical management of the Council's administrative resources.

**INNER LONDON EDUCATION AUTHORITY**  
The Education Department is looking for an experienced **Administrative Officer** to manage the day-to-day running of the Council's administrative services. The post holder will be responsible for the efficient and economical management of the Council's administrative resources.

**NEWHAM**  
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**WILTSHIRE**  
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